

DigiCulture

O6.3 – Effectiveness of the Digital Skills for Culture Course FINAL

Outcome 6.3 Effectiveness of the Digital Skills for Culture Course

Document submission and review information

Date of deliverable	31 October 2021
Organisation name of lead author	JMEA
Revision date	31 October 2021

Author and reviewer information

Name of the author	David Evans, Silviu Vert
Organisation / affiliation of the author	JMEA, UPT
Name of the reviewer	Greta Volodzkaite
Organisation / affiliation of the reviewer	NADE

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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 O6.3 of the DigiCulture Erasmus+ strategic partnership founded by the European Commission 2018 - 2020 under 2018-1-RO01-KA204-049368 | www.digiculture.eu

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Suggested citation

Evans, D. (2021) O6.3 - Effectiveness of the Digital Skills for Culture Course.

Corresponding author

Name - David Evans

Affiliation - JMEA

Email – david@jmea.co.uk

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

Fundația Interart TRIADE

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Executive Summary

This document is the final evaluation report for the project. It includes summaries of all evaluation activities conducted for the evaluation of DigiCulture DSC MOOCs. As the most important project output, the Digital Skills for Culture (DSC) was subject to an extensive programme of evaluation involving several hundred participants.

Objectives of this document

The objectives of this report are to

- Summarise all evaluation activities undertaken to meet the different Outcomes for the project
- Analyse responses to the Digital Skills for Culture course by pilot participants
- Present the final evaluation of all project activities
- Assess the extent to which the project met its Key Performance Indicators (KPI)

Who is this document for?

This document is intended for

- Policy makers who are interested in learning from or replicating elements of the project
- Educators and trainers who are interested in using the outputs of the project

What topics are addressed in this document

This document addresses the assessment and evaluation of all project outputs.

Contributors

David Evans (JMEA)

Silviu Vert, Vlad Mihaescu, Diana Andone (PUT)

Acknowledgements

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

Methodology, tools and research

Evaluation of the various components of the project involved a mixture of quantitative and qualitative methods

Evaluation of the Digital Skills for Culture course (DSC)

A major part of the evaluation framework for the project will involve evaluation of the DSC. This will be undertaken in several stages.

As part of Output 1, an evaluation of the draft framework of digital competences will be undertaken. This will be internal to the project.

As part of Output 2, there will be a technical evaluation of the proposed Virtual Learning Hub to ensure that it is fit for purpose. This will be carried out by other project partners.

Under Output 3, the creation of the DSC itself, initial evaluation of the proposed topics and content will be carried out by all project partners on a sample of workers in cultural industries in their own areas. The results of these evaluations will be fed into the creation of the final set of course modules.

As a separate output for a full piloting of the DSC was not funded, a less substantial evaluation of the pilot phase of the course will be undertaken by the Politehnica University of Timisoara on a wide sample of students and workers from the arts and cultural sector in Romania.

The evaluation conducted in Timisoara will also include specific questions on the e-assessment process and digital badges. Evaluation of the creation of the badges in the first instance will be carried out under Output 4.

Results

QA processes – Internal evaluation / review

Evaluation of framework of digital competences (O1)

The three reports produced under Output 1 covered the development of a conceptual framework of digital competences (O1.1), a survey of European and international research on digital competences (O1.2) and the production of a set of guidelines for digital competences (O1.3). These reports were evaluated internally by the designated project partner (DCU) but have not been subjected to external review.

Evaluation of creation of the Virtual Learning Hub (O2)

Output 2 covered the design and creation of the Virtual Learning Hub to host the online course and enrol students. Within the project, the reports on Mapping the VLH Concept (O2.1) and Technical development of the DSC Course resources (O2.3) were evaluated by DCU, while Technical Implementation (O2.2), Technical development of the DSC Mobile App (O2.4) and Usability Evaluation (O2.5) were evaluated by AAU.

Evaluation of the creation of the Digital Skills for Culture course (O3)

The development of the online course, Digital Skills for Culture was the main output of the project. All stages of the development involved an extensive process of internal evaluation in two stages. The first stage was a review of the language for those modules produced by partners whose first language was not English. The reason for this was that the English language versions of the modules were to be used by those translating the modules into the other language versions – Romanian, Italian, Danish, German, Lithuanian and Irish. These reviews were undertaken by partners from JMEA and DCU.

The second stage was a review of the content and self-assessment activities in each of the modules. This task was carried out by partners as indicated in the following table.

Module	Author	Reviewer
1. The Internet, the World Wide Web and an introduction to the digital world	UPT	Triade
2. Digital Content and Publishing	UPT	AAU
3. Data Protection and Open Licenses	UNIGRAZ	UPT
4. Digital Curation - Digital Libraries and Museums	UNIGRAZ	UNIROMA3
5. Digital Safety, Security and Ethics	DCU	AAU
6. Digital Storytelling	UNIROMA3	UNIGRAZ
7. Digital Audiences, Digital Analytics (Google, Facebook, Twitter, SEO)	DCU	UPT
8. Social Media for Culture	UNIROMA3	Triade
9. Augmented and Virtual Reality	AAU	UPT
10. Mobile Apps and Mobile User Experience	AAU	UNIGRAZ
11. Digital Management in Culture	JMEA	NADE
12. Digital Communication and Presentations	NADE	UNIROMA3
13. Online and Mobile Digital Media Tools	UPT	NADE

Evaluation of piloting of DSC (O3)

As the central output of the project, it was important that the course modules be evaluated by potential users. The original proposal for a separate output to pilot the course did not receive funding, so the piloting stage was incorporated into O3. By the end of the funding period (31 August 2021), 575 unique users had enrolled in the course, on 1087 modules.

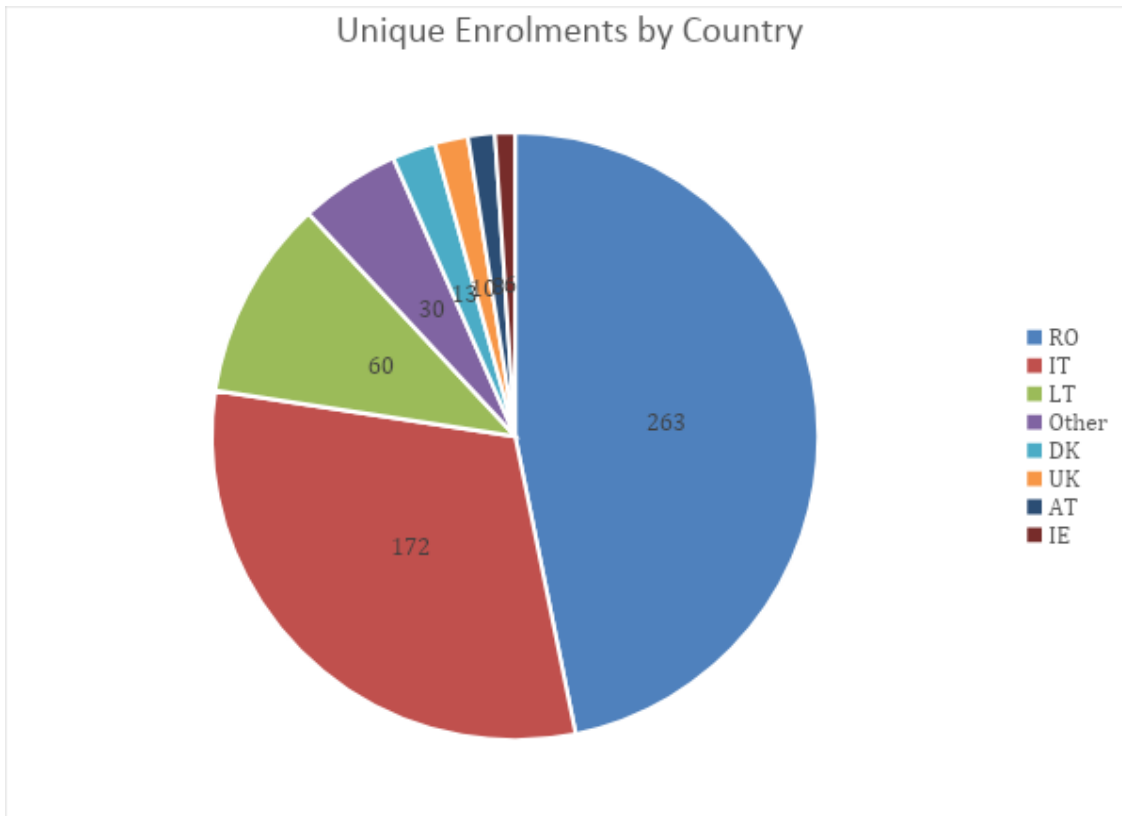


Figure 2- Unique Enrolments by Country

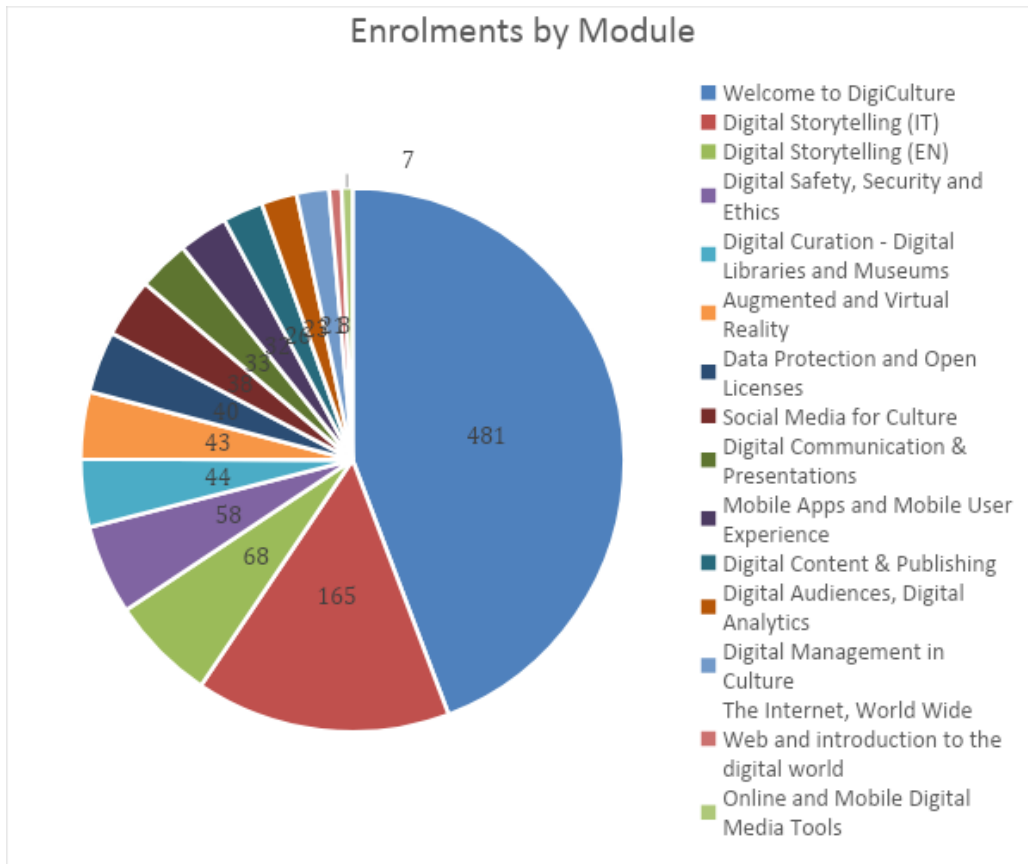


Figure 3 - Unique Enrolments by Module

Evaluation of the pilot course was undertaken during 2021. 332 participants provided information about their status, and these results are summarised in Appendix B1. 77 participants completed the more detailed evaluation questionnaire, and the full results of the evaluation are summarised in Appendix B2.

As the evaluation mainly involved Romanian learners, 68% were students, of whom 75% were female. The evaluation covered all the modules of the course, although certain modules were more frequently assessed than others (Figure 4). This may reflect topics that were deemed to be more useful or more interesting (Digital Safety, Data Protection, Digital Storytelling), but it may also reflect the order in which the courses were presented on the portal, with those near the top receiving more attention than those further down the page. The majority of evaluators accessed the course from computers, with only a quarter using mobile devices.



Some reservations were expressed about the platform (UniCampus). When asked if the platform was easy to use, a high proportion (67%) agreed. However, in a separate question over a quarter responded that they found the platform unnecessarily complex, while only 46% disagreed. In both cases, around a quarter of respondents responded neutrally. This may reflect an unwillingness to criticise their own institution and it would have been useful to have had views from a wider range of participants who were not already enrolled.

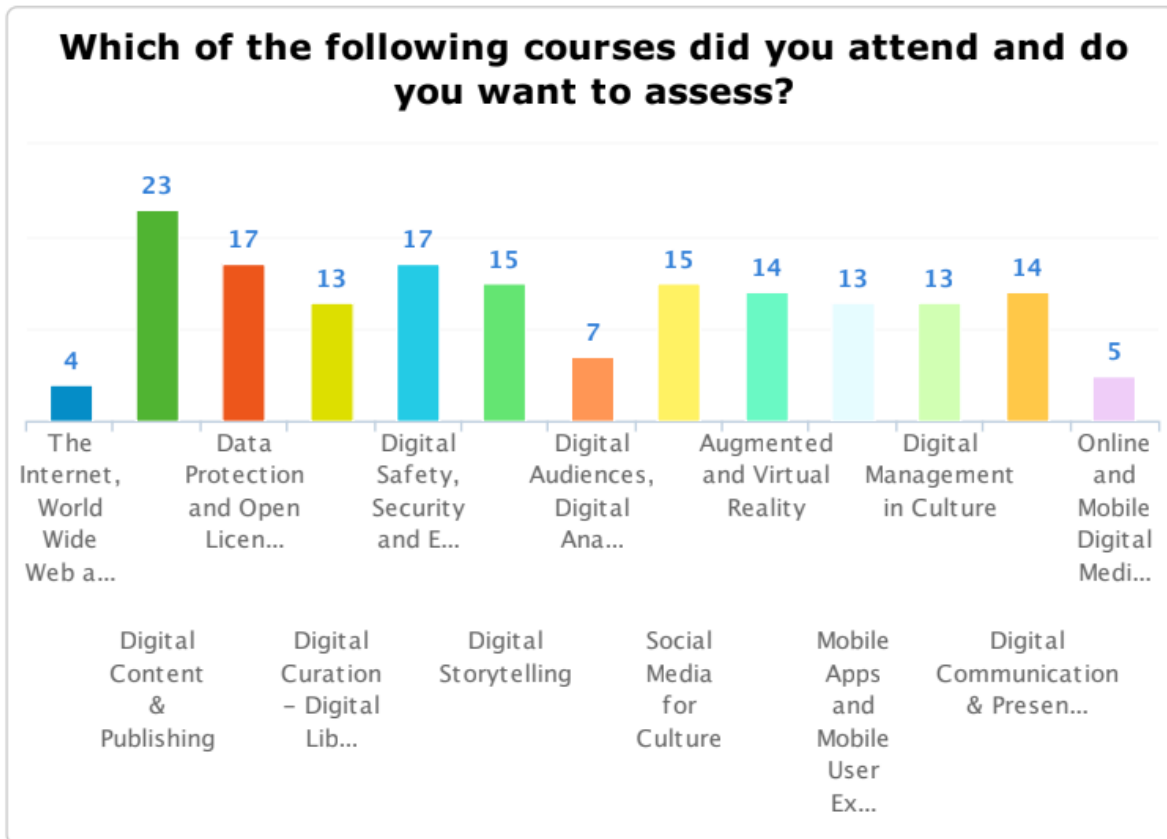


Figure 4 - Modules Evaluated

In response to questions on the way the courses were structured and presented, views were overwhelmingly positive. Information in the “Welcome to DigiCulture” section was useful (80%), information about objectives, competencies, outcomes and time involved was helpful (85%) and visual representations of the course structure were appreciated (87%). Over 90% felt that outcomes were clearly defined, and that support was provided for self-regulation. Over 80% immediately understood what they had to do, learned what they expected to learn, and felt that progression was well managed.

There was very strong approval of the mix of media (text, video and graphics) in the courses with no disagreement.

There were some reservations about information being taken for granted (33%) and being required to process too much knowledge (28%), but on the whole evaluators felt that the way of working

was helpful for learning (88%), and 87% reported that they felt it was fun. A very high proportion would be very or extremely likely to recommend the course to friends or colleagues (Figure 5).

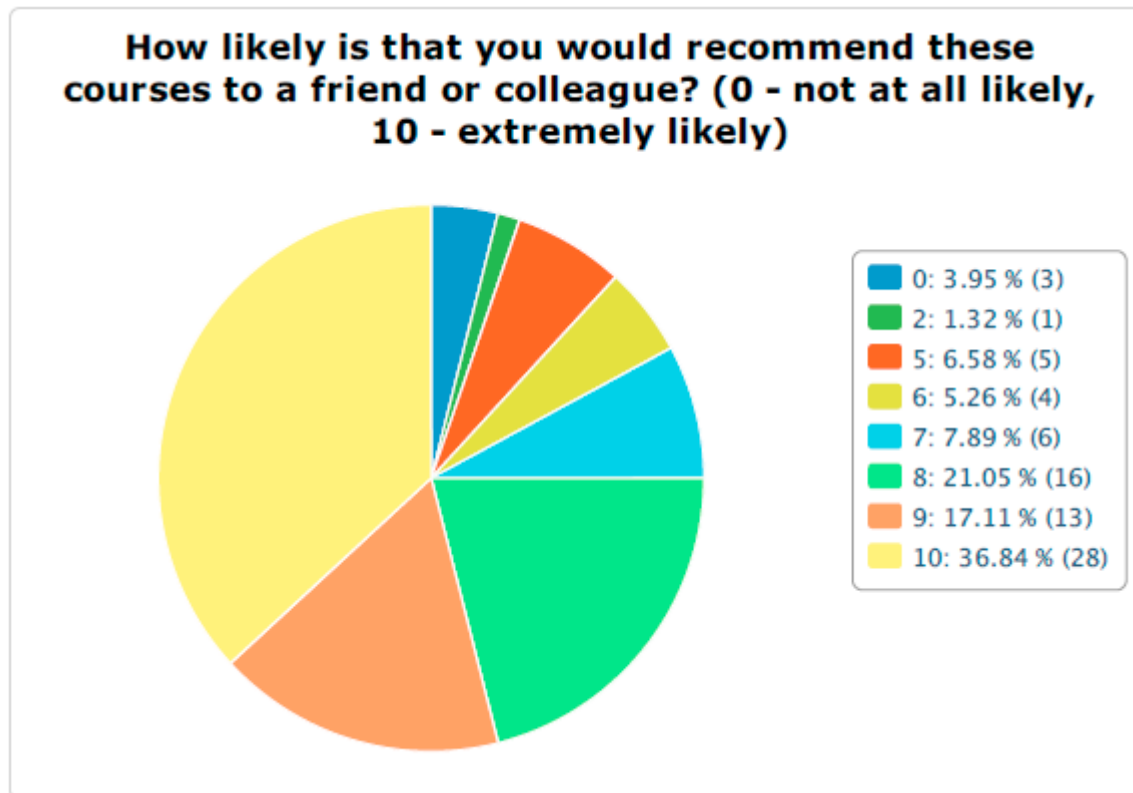


Figure 5 - Would recommend the course

Evaluation of e-assessment process and Open Badges (O4)

The design of Open Badges and the online assessment processes which would lead to their award was the subject of small scale but very focussed evaluation. Six users from Denmark, Ireland, Italy and Lithuania provided detailed feedback on different suggested badge designs and the final version took account of these findings together with internal review among project partners.

As part of the process for the award of badges, it was agreed to use some element of peer assessment, in which contemporaneous learners could review each other's work and provide feedback. Course modules should provide tools which make learners capable of evaluating others' material, as part of the learning activities within the DigiCulture MOOC. This peer assessment does not play any direct role for whether the adult learners pass or fail courses.

In the pilot evaluation conducted by the Politehnica University of Timisoara (Appendix B), respondents appreciated the design of the badges (80%) and felt that they described the skills they had learned accurately (70%). However, slightly lower numbers felt motivated to learn (57%) or to complete a module (62%) by the prospect of receiving a badge. About 57% reported that they might use the badge outside of the platform. In all questions concerning badges, around 25-30% or

respondents responded neutrally, which may imply that they either had no particular feelings about badges or did not fully understand their purpose.

Achievement of Key Performance Indicators

At the start of the project, a number of Key Performance Indicators (KPI) were agreed. These included the structural elements to be created (MOOCs and individual course modules), the numbers and types of learners to be reached, and dissemination activities (publications and conference presentations) to be achieved. The final figures are summarised in Appendix A.

Conclusions

At its inception, the project planned to hold events and meetings in all partner countries, and to disseminate ongoing activities and results to conferences during its lifetime. It was also intended that it work closely with the Timisoara2021 European Cultural Capital programme.

The COVID pandemic and resulting travel bans made it impossible for some of these things to happen. Timisoara2021 unfortunately had to withdraw from the project, and in any case, the European Cultural Capital programme was postponed until 2023. However it is to the credit of all project partners that many activities were able to continue in adapted form online, and the project's early experience of using Zoom and other online conferencing tools prior to lockdowns meant that it was able to move very quickly into alternative ways of working.

In spite of these difficulties, the project was able to achieve and exceed almost all of its Key Performance Indicators

Attachments

Appendix A – Key Performance Indicators

Appendix B – Evaluation of Digital Skills for Culture course pilot

APPENDIX A

Key Performance Indicators (KPI)

Description	Target	Achieved
Number of DSC Guidelines	1	1
Number of new OERs created in the project	40	153
Number of course modules created in the project – 13 in 7 languages	91	98
Number of DSC MOOCs	7	7
Number of DSC online	1	1
Number of DSC mobile	1	2
Number of DSC MOOCs learners	1,200	1375
Number of DSC BL learners	200	206
Number of NEETS in DSC	100	167
Number of DSC Pre- E-Assessments taken	1,200	1256
Number of DSC Open Badges and certificates issued (each open badge is for 1 course module)	1,500	1174
Number of cultural and heritage respondents in data-collection activities	500	570
Number of visitors to the Virtual Learning Hub	5,000	6,554
Number of visitors to the DSC website	25,000	24,7781
Number of leaflets and promotional materials distributed	20,000	24,700
Number of contributions to conferences and journals	15	16
Number of education, cultural and heritage stakeholders participating in IOs and Multiplication Events	3,000	24733
Number of DSC transferable initiatives of project results at end of project*	20	25

* 20 artists, 1 SH, 1 Jeczka Museum, 1 UPT Virtual Museum, 1 UniMore, 1 Traace

APPENDIX B

B1 Evaluation of DSC Pilot, Politehnica University of Timisoara

Users by Country

Total number of respondents providing information - 332

Country	Users	Country	Users
Romania	420	Norway	1
Italy	179	Hungary	1
Lithuania	72	Portugal	1
Austria	28	Indonesia	1
Denmark	20	Rwanda	1
Ireland	15	Columbia	1
United Kingdom	11	Iran	1
Moldova	6	Thailand	1
Greece	4	Japan	1
Turkey	4	Egypt	1
Spain	3	South Africa	1
Poland	2	France	1
Switzerland	2	Montenegro	1
Slovakia	2	<i>Antarctica (error)</i>	1
Germany	2	<i>Unknown</i>	2

B2 Other Details

1 Status in Creative Industries

	Percent	Number
learner	72%	241
teacher or working in educational institutions	21%	70
working in cultural and creative industries	9%	30
volunteers in cultural and heritage organizations,	6%	21
artists (musicians, amateur performers, etc)	5%	17
unemployed	3%	11
actors in traditional skills activities (old tradition artists, dancers, wood and ceramic, etc)	3%	9
stakeholders (including managers) in creative industries, culture and museums, architecture, humanities	2%	7
freelance	2%	6
artists or volunteers to traditional fairs	1%	2

2 Organisation

	Percent	Number
Politehnica University of Timisoara	31%	101
Università degli Studi di Roma Tre	3%	11
Aalborg Universitet	2%	5
Universität Graz	0%	1
Dublin City University	0%	1
National Association of Distance Education	1%	2
EDEN - European Distance and E-Learning Network	1%	2
Culture Action Europe	0%	1
National Digital Coalition of Lithuania	0%	1
Other	60%	194

3 Level of Internet Access

	Percent	Number
Very high-speed access	21%	69
Good access	67%	220
Average access	9%	29
Poor or erratic access	2%	7

4 Experience with digital tools

	Percent	Number
Very experienced	12%	40
Experienced	38%	124
Somewhat experienced	37%	122
Not at all experienced	12%	39

5 Have you previously learned online?

	Percent	Number
Yes, frequently	32%	105
Yes, sometimes	38%	125
I have looked at some courses	15%	50
No, this is my first time	14%	45

6 Membership of categories

	Percent	Number
Cultural minority	9%	29
Disability	6%	19
Roma or traveller group	2%	5
Other minority group	4%	11
Economic obstacles	4%	11
Learning difficulties	8%	24
Geographical obstacles - remote areas	3%	8
Health problems	7%	20
Refugees or social barriers	3%	8
other/none	77%	237

7 Current activity / profession / work environment / area of study

	Percent	Number
Museums, galleries and libraries	19%	62
Music, performing and visual arts	14%	45
Advertising and marketing	9%	29
Architecture	2%	6
Crafts	4%	12



Design (product, graphic and fashion design)	13%	43
Film, TV, video, radio and photography	14%	46
IT and computer services software and web/mobile development	39%	129
Publishing	4%	14
Tourism	6%	19
Other	39%	128

Total number of respondents providing information - 332