PROTOCOL FOR DESIGNING A MOOC: HI LEARNING IN EUROPE

I. THE MOOC

1. GENERAL CONSIDERATIONS

What is a MOOC?

MOOC is the abbreviation for *Massive Open Online Course*. It is a training modality that has emerged as a result of the widespread use of the Internet, which enables a large number of students to participate simultaneously in distance learning, facilitated by its free nature.

MOOCs, like open data, are actions aligned with the concept of participatory governance or open government, due to their effort to bring knowledge closer to citizens, without restrictions. The concept of open does not refer so much to free or unrestricted access to students, but rather to the fact that the information contained therein must be subject to free licences, such as *creative commons,* which allow it to be shared with the restrictions specified by each of them.

The fact that it is a course, i.e. a learning-oriented activity, implies that it adopts a modular pedagogical structure, with a system of evaluation and final certification.

Why design a MOOC on HI?

The design of a MOOC based on the thematic contents developed in the TEHIC is proposed in order to amplify the dissemination of the final objectives of the programme: to provide universities and education centres with a curricular guide for the implementation of a university postgraduate course in the Bologna higher education area.

To this end, the materials developed for this MOOC will be posted in the IAPH's open repository and on the project's website, so that any European entity can develop this MOOC, adapting it to their needs and objectives.

General target audience

University students and professionals working in the cultural and natural heritage sector.

Universities and other institutions providing training for cultural and natural heritage managers.

Public bodies involved in the management of cultural and natural heritage at local/national/European level.

Experts in the field and other actors in the sector at local/national/European level.

The general public.

Objectives

1. Disseminate the materials that have been developed throughout the TEHIC project in an open and massive way.

2. To elaborate teaching and dissemination materials so that any European university or training entity interested in developing a specialisation programme can have a guide on the contents proposed in the TEHIC.

3. Disseminate the most important HI concepts and exemplify them through the good practice manual.

2. TECHNICAL RECOMMENDATIONS FOR THE PLANNING AND DESIGN OF THE MOOC

Challenges to MOOC quality

One of the most compromising aspects of MOOCs is the high drop-out rate of students who do not complete the activity. To counteract this trend, some aspects must be taken into account:

- Contents: Create informative and attractive training products. Use video as the main format for transmitting knowledge. This makes training more effective and enjoyable, as it allows to integrate multimedia elements. In order to complement video training, it is necessary to use other types of formats as a learning medium: texts, links or other materials. These complementary materials will be open educational resources.

- Social Aspect: Generate interaction between all participants in the learning process, communication and teacher-student feedback. This will generate confidence in the students, who will be certain that there is someone in the virtual classroom who is concerned about achieving the objectives. To this end, forums should be created to deal with technical queries and to promote socialisation among students.

- Learning Route: Clarifying the route that students will take to achieve the course objectives, will improve the planning of their study time. This type of resource will make it possible to visualise the main actions to be carried out throughout the course and will set the pace of work.

Course design

When designing the course, the following aspects should be specified:

Identification data

- Course title

- Field of knowledge

- Teaching-technical team

- Registration period

- Date/Duration

Descriptive aspects

- Target

- Profile of the addressee

- Recipient requirements

- Course duration (hours/week)

- Introduction (text and video)

Training aspects

- Work plan (per week)

- Modules (content blocks)

- Method of student work

- Evaluation (define activities)

- Accreditation (certifying training)

Interactive aspects (optional)

- Activities: forums

- Digital meetings: online round tables with experts from the course in streaming via digital platforms.

Structure, content and didactic sequences

Based on the general design of the course, the contents, their creation and structuring will be worked on. The content structure will depend on the duration of the course. MOOC courses usually last between 4 and 8 weeks and are structured by modules/blocks of content.

The planning will be weekly. Each week will involve the students working on one module, so that the total number of content modules will correspond to the total number of weeks of the course.

Modules

The time commitment for each module is estimated at 4 hours. This is the estimated average time that students should spend consulting the information and carrying out the proposed activities. In order for students to complete the course, they must have passed 100% of the modules.

Each module will have a set of digital resources that will be visible to students each week. Although the order will be followed to encourage the community to work together, completed modules can be left open so that each student can work at their own pace.

In general, the minimum contents for each module would be:

1. Video presentation per module, 2 minutes maximum duration

2. Content videos/ Video lessons (1-3 videos) of 3 to 4 minutes maximum, with subtitles and transcripts. It is advisable to make several short videos rather than one long one.

3. Content/support resources/extension of knowledge:

   ○ pdf documents with information from the videos and/or information developed.

   ○ Links to networked content (websites, articles, blog, etc.)

   ○ Links to multimedia content

   ○ The videos will be provided with supporting resources.

   ○ In the interest of inclusiveness, videos will be subtitled.

Communication channels and level of interaction: digital forums and meetings (optional)

Forums are a very powerful tool for communication and co-creation of knowledge. They allow each student to work in an analytical and reflective way and generate a sense of community. There are two types of forums:

• Academic: these relate to content and activities. There can be a general forum but, given the volume of students, it is recommended to divide it by modules and create at least one forum/module.

• Non-academic: these are not directly related to content. They can be of many types, e.g. presentation forum, cafeteria forum, etc.

The digital meetings are short formats of online round tables that favour interaction between experts and students, as they take place in streaming and highlight specific topics that are particularly relevant.

Content licences

MOOC platforms/courses require content to be published under open licences, such as Creative Commons.

One of the principles of MOOCs is to work with open educational resources. Therefore, all published material must be licensed so that it can be made accessible without infringing the rights of the authors.

Evaluation

The MOOC evaluation system will be determined by the type of course and the tool. However, it should be noted that a massive course limits the assessment options. It is for this reason that MOOC courses usually have the following assessment activities:

1. Quiz of 5 - 10 questions per video(s)

2. Questionnaire of 5 - 10 questions per module

All these activities/tasks are configured directly on the platform and the corresponding percentages must be assigned to pass the course. The evaluation mode for each activity is usually PASS/FAIL and no numerical grade is applied (with the exception of some multiple-choice tests).

The activities can be projects related to the course content and should encourage students' creativity beyond the demonstration of knowledge acquisition.

Certification

It is proposed that the MOOC be certified according to the criteria described in the previous section.

Platform

In the case of MOOC courses, it is necessary to have powerful platforms that can provide technical support and solve incidents for both teachers and students.

As it is a massive course, it requires a *hosting* with sufficient capacity in terms of space and support for simultaneous connections to be able to work on it.

When selecting the platform, it is essential to take into account the language of the course.

II. PILOT COURSE: "HERITAGE INTERPRETATION: A VIEW FROM EUROPE".

Justification

In order to provide a training system "tailored" on the training needs that partners detected, the beta version of the training resources will be tested on a representative sample of users.

We will pilot a course on the moodle platform to test the course design and materials.

This testing activity will be also necessary to evaluate the adequacy of the training resources to the digital environment and to the ICT related skills of the trainees.

The feedback received from the direct beneficiaries will allow improvements and adjustments (if needed) that will merge in the final proposal of the MOOC.

Addressees

The direct beneficiaries of this pilot course will be at least 30 university students selected by UEF, UNIZG and UGOT and at least 30 cultural and natural heritage professionals selected by IAPH, AIP and Mapa das Ideias.

Provisional contents

Modules (The content will be a summary of each of the courses in the TEHIC curriculum)

0. TEHIC Project

1. Heritage and interpretation: sustainable futures.

    Unit. 1 (Number of selected units will be made by mutual agreement between all partners.)

    Unit.2

2. The communication interpretative

    Unit 1

    Unit 2

3. Personal & non-personal interpretive means.

    Unit 1

    Unit 2

4. Digital resources and heritage interpretation

    Unit 1

    Unit 2

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Duration

- 5 weeks (one module per week)

- 20 certified hours. Depending on the activities designed by the teaching team (readings, videos, exercises, forums, etc.), 4 hours of training are estimated for each module.

Academic Committee

- GOETEBORGS UNIVERSITET, Sweden

- INSTITUTO ANDALUZ DEL PATRIMONIO HISTÓRICO, Spain

- Association for Heritage Interpretation, Spain

- On Projects Advising SL, Spain

- SVEUCILISTE U ZAGREBU, Croatia

- Mapa das Ideias, Portugal

- Pädagogische Hochschule Freiburg, Germany

Teaching materials and tools

- Short videos in which experts in the field will explain the contents of the course.
- Short texts elaborated by the consortium partners, which will explain the contents of the course and which will be formatted with related illustrations to facilitate their comprehension.
- Voluntary forums, which will allow the exchange between teachers and students. Optional.
- Digital meetings. Digital round tables in streaming, in which the consortium partners will participate and will deal with relevant topics of the course. These meetings broadcast on a digital platform will be recorded to be included among the audiovisual resources of the course. Optional.

Evaluation and Certification

This pilot course will have a questionnaire of 10 questions per module, in which students will need to have a score equal to or higher than 7.

All these activities/tasks are configured directly on the platform and the corresponding percentages must be assigned in order to pass the course. The evaluation mode for each activity will be PASS/FAIL and no numerical grade will be applied.

There will be a voluntary questionnaire at the end of the course in which the quality of the contents, the course and its suitability for the objectives of the project will be assessed.

In this pilot course, achievement will be certified according to the criteria described above.

Technical requirements

- Videos

Script: The maximum length of the spoken text will be 600 words. The script should have a language and rhythm appropriate to oral communication, avoiding excessively long sentences and paragraphs. The language used should be clear, inclusive and intersectional, and should be in accordance with the target audience of the course.

Resource images and videos must be indicated (without counting towards the word limit). See example below.

Types of videos according to content:

- Video teaser (launch) (1)

- TEHIC video (1)

- Videos of modules. There will be one video for each module. As there will be 4 specific modules, there will be 4 videos in total: (4).

- Videos of specifc unit will be 20 maximum (4 for each module aprox.).

Script videos of modules and learning unit videos

The video will start with the title of the specific module or learning unit. This image will last 5 seconds.

Per every 60 words approximately, an image or video resource must be added. The maximum words are 500/500. For example, if 600 words are used, approximately 10 image/video resources would be used.

Depending on the needs of each video, a basic index of what is going to be covered can be included (it would appear as an image after the title). As well, a word or small phrase can be added to an image/video resource (see example below).

A text for the voice-over will be attached and it will be indicated where the image/video resources should appear by numbering them. A possible example:

Example. This text could be the written speech of a video. In this case, it contains 460 words approx and it has 6 image/video resources. You can see how to mark the image/video resources and if you need to add any word or short sentence.

(Resource 1. Image) Freeman Tilden was a journalist and consultant to National Parks in the

USA. He defined the discipline in 1957 in his work "Interpreting Our Heritage", which is considered to be the "Bible" of heritage interpretation. According to Tilden, heritage interpretation is: "An educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information". After years observing visitors' behaviour, he drew up a set of principles which, despite being over seventy years since their publication, they still are very much alive:

(**Resource 2. Image. Add the word "PRINCIPLES" to the image**)

1. Interpretation should relate what is being displayed and described to something within the visitor's experience and personality.

2. Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

3. Interpretation is an art which combines many arts regardless of subject material.

4. The chief aim of interpretation is not instruction but provocation.

5. Interpretation should aim to present a whole, rather than a part. It must be a comprehensive approach. 6. Interpretation for children must be designed specifically for children, and not simply a dilution of programs and information for adults.

(**Resource 3. Video**) The concept of heritage interpretation I t is not surprising that a discipline that originated more than a hundred years ago has been the focus of attention of many people who, either from a more professional approach or from a didactic point of view, have tried to define it. A document compiling different definitions of heritage interpretation lists up to 41 different definitions. We will focus on just two of them, as a way of highlighting some aspects that are considered particularly relevant. "Effective interpretation is a creative process of strategic communication, which forges intellectual and emotional connexions between the resource that is being interpreted and the audience, generating their own meanings about the resource, so that people can appreciate and enjoy it."

(**Resource 4. Image**) From this definition it is important to point out that creativity, broadly understood, must be always present in the whole process: either in the application of the techniques, or in the participatory approach with the community, or in the adaptation of the methodology to the context and in the final graphic solution, etc. It is strategic communication because it is intentional; we design the messages that we want to convey to visitors. (**Resource 5. Video. Add "INTELLECTUAL CONNECTIONS-EMOTIONAL CONNECTIONS" to the video**) We seek intellectual connections, so that people understand what we are communicating, but also emotional connections, provoking emotions intimately linked to the meaning of heritage. And even beyond that, generating reflection and stimulating thought to get people to construct their own meanings about the legacy. It is therefore not only a conceptual orientation, (**Resource 6. Image**) but also an emotional and even spiritual one, the latter being understood in a deep sense of human enquiry.

Resources must be sent as attachments, grouped in folders with the title of the module or unit to which it belongs. The text shall also be sent in the same folder but in an editable text (no .pdf). Resources shall be numbered starting with 1. Example: "resource_1", "resource_2", etc.

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- Texts

The content of the mooc includes text documents that will be laid out for easy reading. These documents include the texts of the modules and the selection of learning outcomes for each partner. This is the basis of the course. Each text document will have a maximum of 1.800 words.

The content of the text and the video script should be similar. The text will serve as a support or amplification of the video content. The language used, while remaining rigorous, should be in accordance with the target audience of the course.The text may include bibliographical references, as well as a final list of basic referenced and/or recommended bibliography. Useful web resources may be added. For bibliographical citations, see Annex II.References to images should be indicated and sent as independent files (not inserted in the text) together with their captions. These images can be from the selection of those indicated as resources for the video.

The units introduction should be about 150 words and should include a resource image. Also add a brief numbered outline or table of contents (1.1., 1.2., etc.). From there, the development of the text will begin. This will follow the hierarchical organization indicated and numbered in the table of contents.
Approximately every 500 words, an image should be added. The images must be well related to the topic being discussed or even necessary to clarify or explain graphically what is being discussed.
Texts should be sent in a word processor file for subsequent layout by the organizing entity. Bibliographical references will follow the rules specified in Annex III.

As in the texts of the videos, the paragraph or sentence to which each image should be associated should be indicated. If the image is the same used in the video, it should be attached again. All material should be sent in a folder with the name of the specific module or learning unit to which it belongs.

- Image delivery requirements for texts and videos

In all cases, a descriptive image caption will be required, as well as an indication of the author and source of the image.
The use of images of poor technical and aesthetic quality or lacking the appropriate permissions of reproduction will not be allowed.
It is the responsibility of the members to obtain all permissions for the reproduction of materials that will appear in the Guide.
Digital images (.jpeg) should be submitted in separate electronic files (1 file = 1 graphic/image).
Image resolution should be 300 dpi.
Please don't insert the pictures in the word document, attach them as separate files.

- Licences

Text and images must comply with the *creative commons 3.0* licence *and for this purpose authors must fill in a permission form* (see Annex I).

- Platform

The platform to be used in this pilot course will be moodle, a free software used by many companies and institutions, so it is very likely that users will be familiar with it.

Its enhanced content delivery allows it to cater to learning preferences through its variety of activities, interactive audio-visual supplements and texts.

It offers great communication, collaboration and support, with students being able to collaborate in the development and demonstration of knowledge through chat, forums, evaluations, etc.

Moodle uses open source technology. It is also accessible to anyone, being developed in accordance with WCAG 2.1 accessibility standards. That does not detract from its privacy, allowing its built-in tools to manage privacy policies and data to meet local legislation requirements.

Moodle accommodates different languages and students will be able to access it in English.

It allows you to streamline course registration, automate certifications and award certificate*s.*

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Timetable A3. Pilot course and MOOC evaluation.

Delivery of module texts and learning units elaborated by the partners with images, text and video resources.	By November 3, 2024
Editing of videos, revision and layout of texts and elaboration of other teaching materials (forums, questionnaires and digital meetings).	By December 2, 2024
Uploading of contents and creation of didactic tools to the course platform. Organization, scheduling and distribution of teaching tasks (schedule of forums and digital meetings). Teachers from all the member entities of the consortium will be involved.	Febray 3 – March 3, 2025
Confirmation of student participation Send reminder email	Febrary 10, 2025
Registration of students and teachers in the moodle platform	Febrary 17 – March 3, 2025.
Course and project content satisfaction survey. Closing of the course and closure of student participation. Please note that if students have met all the criteria, a certificate will be issued.	April 7 - 11, 2025.
Implementation of the pilot course	March 3 - 10, 2025. Module 0 March 10 - 17, 2025. Module 1 March 17 - 24, 2025. Module 2 March 24 - 31, 2025. Module 3 March 31 – 7 April, 2025. Module 4
Preparation of the final report of the course. Certification of the students. A 50% completion rate of the course is aimed for.	April 7- 11, 2025

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Annex I. Authorisation to be completed by each author for the course

The teaching materials for the MOOC ''Heritage interpretation: a view from Europe'' will be drafted as part of the TEHIC project content and will be disseminated through TEHIC website and/or each partner's repository.

This work will be licensed under a Creative Commons 3.0 (Attribution-NonCommercial-NoDerivativeWorks) licence, which implies that permission is granted to copy, distribute and publicly transmit the work, without the need to request explicit permission, under the following conditions:

> Attribution. You must give appropriate credit of the work in the manner specified by the author or licensor.
> Non commercial. Commercial uses are not permitted.

> No derivative works. No derivatives or adaptations of the work are permitted.

Name of author ....
with Passport/National Identity Card
No. ....
I accept the conditions and:

authorises their work to be disseminated under a creative commos 3.0 licence.

Signed at ...., on ...., 2024.

Annex II. Rules for bibliographic references

Book
Gallo, F. (1985) Biological factors in deterioration of paper. Rome: ICCROM

Choay, F. (2007) Heritage Allegory. Third ed. Barcelona: Editorial Gustavo Gili.

Book with online version available
Mitchell, N. and Tricaud, P. (eds.) (2009) *World heritage cultural landscapes*. World Heritage Papers, no. 26. Paris: World Heritage Centre, UNESCO. Available from: https://whc.unesco.org/document/102995 [Accessed: 28/03/2020] [Accessed: 28/03/2020].

Natural, cultural and landscape heritage: keys to territorial sustainability (2017) sl: Observatorio de la Sostenibilidad en España. Available at: http://www.upv.es/contenidos/CAMUNISO/info/U0556177.pdf [Consultation: 19/11/2020].

Book chapter

Lenclud, G. (1995) Ethnology and landscape. Unanswered questions. In: Landscape in the plural. An ethnological approach to landscapes. Paris: Éditions de la Maison des sciences de l'homme, pp. 3-17 (Collection Ethnologie de la France, cahier 9).

Camacho Martínez, R. (2007) En torno a una edición antológica y comentada en español de El culto moderno de los monumentos, de Alois Riegl. In: Alois Riegl. El culto moderno de los monumentos, su carácter y sus orígenes. Seville: Consejería de Cultura, Junta de Andalucía, pp.8-12.

Book chapter with online version available

Badash, L. (2008) Rutherford, Ernest, Baron Rutherford of Nelson (1871-1937). In: Oxford dictionary of national biography. San Diego: Academic Press, pp. 17-23. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000141908 [Accessed: 22/07/2020].

Contribution to a serial publication

Weaver, W. (1985) The collectors: command performances. Architectural Digest, vol. 42, no. 12, pp. 126-133.

Loza Azuaga, L. and Sánchez Galiano, C. (2020) El Repositorio de Activos Digitales (ReA) como herramienta para la difusión de la producción científica del IAPH. revista PH, n.º 100, junio. Available at: http://www.iaph.es/revistaph/index.php/revistaph/article/view/4614 [Consultation: 22/07/2020].

Grey literature and unpublished PhD Theses

IAPH [Instituto Andaluz del Patrimonio Histórico] (2008) Memoria 2007 (Introduction: Towards a new institutional meaning through memory). Grey literature

Carrera Díaz, G. (2016) Methodological proposal for the documentation and management of intangible cultural heritage as a strategy for social and territorial development. Unpublished doctoral thesis. University of Seville. Available at: https://repositorio.iaph.es/handle/11532/310566 [Accessed: 23/10/2020].

Legislation

Law 08/2005 of 8 June an Landscape Protection. Management and Planning in Catalonia. Official State Gazette, no. 162, 8 July 2005. Available from: https://www.boe.es/buscar/pdf/2005.pdf [Accessed: 14/06/2020].

Law 5/2007, of 26 June, creating the Andalusian Historical Heritage Institute as a public law entity. Official Gazette of the Andalusian Regional Government, no. 131, 4 July. Available at: https://juntadeandalucia.es/boja/2007/131/1 [Consultation: 02/04/2020].

Website or part of a website

Banik, G. (1998) Ink corrosion-Chemistry. Available in: https://irongallink.org.html [Accessed 24/10/2022].

United Nations (2020) 2030 Agenda for Sustainable Development. Available at: http://www.un.org/sustainabledevelopment/es/ [Accessed: 02/04/2020].

Agency-issued documents, printed or online

Council of Europe (2005) Council of Europe Framework Convention on the value of cultural heritage for society. Faro, 27.X.2005, Council of Europe Treaty Series No. 199. Available at: https://rm.coe.int/16806a18d3 [Accessed: 14/10/2020].

ICOMOS (1964) International Charter on the Conservation and Restoration of Monuments and Sites (Venice Charter 1964). II International Congress of Architects and Technicians of Historic Monuments, Venice 1964, Adapted by ICOMOS in 1965. Available at: https://www.icomos.org/charters/venice_sp.pdf [Accessed: 14/10/2020].

Some documents (old, archival) have peculiarities that make it difficult to apply these rules for their redaction. If possible, try to adapt and consult bibliographic description in reference libraries.