



PR2A1: Course Design Framework

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Abstract:	This document is the design framework of the courses that will be implemented in PR2. It includes design principles, quality assurance, and content creation guidelines.
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Consortium

The consortium governing the project is adequately representing a wide range of expertise, as 4 Higher Education Institutions and 1 university library (NTNU, Scuola Superiore Sant’Anna, Sofia University ST Kliment Ohridski, University of Tartu) join hands with a web education specialist (Web2Learn) and an NGO of 16 cultural associations: OSYGY. This mix of knowledge, skills, experiences and networks guarantees a layered approach toward a diverse range of stakeholders.

	Name	Short Name	Country
1	Norwegian University of Sciences and Technology	NTNU	Norway
2	Scuola Superiore di Studi Universitari e di Perfezionamento Sant’Anna, Pisa	SA	Italy
3	Web2Learn	W2L	Greece
4	Sofia University St Kliment Ohridski	SU	Bulgaria
5	University of Tartu	UT	Estonia
6	Federation of Women Association “Kores of Cyclades”	OSYGY	Greece



Statement of originality

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List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

Abbreviations	Description
HEIs	Higher Education Institutes
CHOs	Cultural Heritage Organisations
OI	Open Innovation

Executive Summary

According to the eCHOing application, “PR2 will produce an accredited online course- series of 6 online modules (15 learning hours per module) of a total of 90 learning hours- for HE students and staff that will be embedded in mainstream HE curricula of partner organisations. They will be based on PR1 results (barriers and opportunities; HE role in cultural heritage revival using open innovation)”. This document is a guide on how those courses should look like. It includes design principles, quality assurance, and content creation guidelines. It is the first outcome of project result 2 of the eCHOing project [Results – Echoing: A course design framework with guidelines for all partners/content creators will be released \(PR2A1\)](#).

1. Introduction

1.1. Course Location

The open online course will be launched on the University of Tartu’s platform, sisu.ut.ee [Sisu@UT](#). As one example of the platform in use, you can view this course: [Home | MOOC: Multilingual Education](#)

1.2. Target Groups

Staff of all levels and students of HEIs. Also, stakeholders in the cultural and creative sector and cultural organisations.

1.3. Case-Study Framework

Each module should present real-life case studies in which Open Innovation projects related to cultural heritage were used to address problems facing HEIs, CHOs, and/or communities. Both successful and unsuccessful examples are helpful. Approaching the topics via case studies will help to make the modules more relevant and applicable for organisations and communities that are responding to local and institutional problems.

In choosing case studies, refer to the [list of open innovation initiatives](#) produced in PR1.

2. Learning Outcomes

In order to ensure the relevance of the course to the real-life needs and struggles of HEIs, CHOs, and the communities they serve, a set of learning outcomes apply to the course as a whole. They are based on answers to the questionnaire from PR1 identifying the issues, concerns, and aims that were most relevant to cultural heritage activities. These learning outcomes can be used as a checklist for assessing the full set of modules to ensure that important topics are covered and to detect how they are emphasised or neglected across modules.

No single module needs to cover the full set of learning outcomes. Instead, this list can help to map the course as a whole to direct learners toward the modules that suit their specific needs.

In addition to these learning outcomes, each partner should formulate their own set of learning outcomes that apply to their own module. The module-specific outcomes can be more targeted, whereas these learning outcomes are broader and can be applied to many different situations and types of OI.

Learners will be able to:

- Identify how HEIs and CHOs can apply strategies related to cultural heritage to address broader social challenges through collaborative work.
- Apply co-creative strategies to appeal to broader audiences and make their work relevant to them.
- Use examples of teaching and learning practices that can be tailored to their own organisations as part of flexible educational models.
- Identify opportunities for collaboration between HEIs and CHOs that can expand access to lab facilities and other resources for OI.
- Formulate strategies for local sustainable development through collaborative open innovation projects for social benefit.
- Identify best practices to encourage civic engagement and intergenerational participation in cultural heritage through OI.
- Identify skills and resources for digital transformation based on informative case studies.

3. Content Design Considerations

- Did you make sure that resources you have collected are multimodal (combining text, video, images, infographics)?
- Did you make sure that the design of the content corresponds to the type of resources available?
- Did you make sure that materials created by third parties are copyright-free (CC BY or CC 0)?
- Did you make sure that you allow open access (CC BY and CC 0) to the resources you created?
- Did you make sure that there is an offline copy of your module?
- Did you make sure that you use the Creative Commons licence

4. Design Principles

A. *INTRODUCTORY SECTION - will be the same for every module*

Teaser video: A very short, 30–45 sec video attracting attention and sharing the gist of the module. For an example, see one of CIP's projects here: [why should you create comics for your lessons?](#)

Abstract (2–3 lines): Topic and scope of the course in a short and attractive format.

Learning outcomes: (in 3 bullet points) Addresses what the learner/participant will learn.

Ol project: Introduce the final project format and set expectations for learners.

Target group: (2 lines) Short description of target groups

Course structure and components: (3 lines) Short description either as text or bullet points.

Duration: (90 hours = the time that a learner should spend for whole course)

Materials and resources: (Please indicate very briefly which kinds of resources you use in your module.)

Authors: (names and pictures of authors, 4–5 sentences about their professional background)

* **FORMATTING:** Modules should all follow the same basic formatting principles:

- Unit titles named according to naming conventions set below: “1.1 Title”, “1.2 Title”, etc.
- **Subsection titles** and body paragraph font and size is: Open Sans Normal, 14 point font. Subsection titles are **bold**.
- Double, triple check that all spacing is correct, that there aren't extra spaces between characters, titles all follow the same format, and everything is consistent.
- Fix all spelling errors.
- Make sure all units and subsections are ordered in a logical way and there aren't any unnecessary repeats of concepts in titles or content.

B. CONTENT IN MODULE AND SELF-ASSESSMENT BY MODULE

MODULE 1: title (a short and engaging title)

Abstract (2–3 lines): Topic and scope of the module in a short and attractive format.

Duration: (Here you should put by default: 15 hours. Each module should correspond to 15 learning hours at 45 min= the time that a learner should spend.)

Learning outcomes: (in bullet points: What will the learner/participant learn?)

Module structure and components: (3 lines, short description either as text or as bullet points)

Authors: (names and pictures of authors, 4–5 sentences about their professional background)

Unit 1.1 title (a short and engaging title)

- ✓ **1-2 pages text with content**
- ✓ **Materiality of content:** content pages contain both your text and all other rich multimedia resources: videos, links together with self-control activities etc.
- ✓ **suggestions for further reading:** point out 2–3 articles or webpages with links connected to the module topic
- ✓ **materials and resources used**

Unit 1.2 title

- ✓ **1-2 pages text with content**
- ✓ **Materiality of content:** content pages contain both your text and all other rich multimedia resources: videos, links together with self-control activities etc.
- ✓ **Suggestions for further reading:** point out 2–3 articles or webpages with links connected with module topic
- ✓ **materials and resources used**

Unit 1.3 title (if needed)

Student OI Project:

- ✓ **Guidelines for student OI project that they develop based off of the module**

Self-assessment section: at least one quiz or other self-assessment tool (i.e. provide guidelines for self-evaluation based on the initial goals the student set at the beginning of the module) per module.

For quizzes: work out 6–10 questions. You can use:

- multiple choice questions
- true or false questions
- grouping task
- drag-and-drop task
- cloze task
- matching task.

Extra materials for academic seminars, practical activities or individual learners for learning

more about the topic. Look for some possible samples here:

[Week 1 Introduction to multilingualism and plurilingualism | MOOC](#)

MODULE 2 (same as above)

MODULE 3 (same as above)


MODULE 4 (same as above)

MODULE 5 (same as above)

MODULE 6 (same as above)

The eCHOIng learning design is based on two main sources. First, a similar **online course design** created by Stefania Oikonomou and Katerina Zourou, Web2Learn, for The GLAMers project (Oikonomou, S., Zourou, K. 2021. Checklist for O2 module creation. The <https://glamers.eu/>, Project number : 2020-1-CY02-KA227-YOU-002022). Second, the e-course **Multilingual education**, made as a part of the project “Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices”.

5. Examples of OI courses

- e-course **Multilingual education**, made as a part of the project “Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices” [Home | MOOC: Multilingual Education](#)
- online modules on Digital Humanities (and Citizen Science) [Training Modules](#) Done by the PARTHENOS consortium [Parthenos training](#)
- FROM DARIAH TEACH Example: [About #dariahTeach Game.Play.Design: Intended Learning Objectives](#)
- Glamers:  [Addressing Youth Audiences in GLAMs strategies, impact, challenges & b...](#)