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ARCHAEODIGIT

REPORT
MOOC (Massive Open Online Course)
A.2.4.1



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PROJECT IDENTIFICATION	
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Project No	ITHR0200056
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Type	Document
Abstract	This document describes the ARCHAEODIGIT MOOC (Massive Open Online Course), a 20-hour open online course on archaeological heritage management, enhancement and communication, developed in English, Italian and Croatian and freely accessible on the Moodle Cloud platform. It provides a description of the course structure and content, access information, and an overview of participation and completion figures.

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1 MOOC Description:

The ARCHAEODIGIT MOOC (Massive Open Online Course) is a free, trilingual online course on the management, enhancement and digital communication of archaeological heritage. It was developed by the Università degli Studi di Macerata (UMC) in collaboration with the Juraj Dobrila University of Pula (UPU) within Activity 2.4 of the ARCHAEODIGIT project (Interreg Italy–Croatia, ITHR0200056).

1.1 Objectives and target groups

The MOOC aims to:

- transfer the methodologies and knowledge developed through the ARCHAEODIGIT joint training courses to a wider public;
- provide accessible, evidence-based training on archaeological heritage management, sustainable tourism and digital communication;
- promote the professional development of students, early-career researchers, cultural operators, local authority staff, tourism professionals and heritage practitioners across the Adriatic-Ionian region.

1.2 Structure and content

The course is structured in three thematic modules for a total of 20 hours of video content: 10 hours contributed by UMC (Modules 1 and 2) and 10 hours contributed by UPU (Module 3). All materials are available in three languages: English, Italian and Croatian.

Module 1 – Public Communication of Heritage (UMC, 5 hours)

Module 1 examines the theoretical and practical dimensions of communicating archaeological heritage to general and specialist audiences. The module opens with a critical discussion of the concept of public archaeology in relation to the Faro Convention (Council of Europe, 2005), exploring how communities can be recognized as active agents in the production of meaning around cultural heritage, rather than passive recipients of expert knowledge. This framework is then applied through a range of communication formats.

The first unit addresses storytelling as a methodological approach for translating complex archaeological data into accessible narratives, with attention to narrative structure, the role of place and objects, and the balance between scientific rigor and audience engagement. Subsequent units focus on two digital production formats — podcasting and video — treated both as editorial tools and as instruments of heritage valorization. Learners are introduced to the full workflow of podcast

production: ideation, scripting, recording, sound editing and publishing. The video unit covers pre-production planning, filming techniques suited to heritage sites and museum environments, editing and post-production workflows.

The module concludes with two case studies drawn from the ARCHAEODIGIT project area in the Marche region: the Gentiloni Silverj Archaeological Museum in Tolentino, presented as an example of digital storytelling within a civic museum context; and the Parco Archeologico di Pollentia–Urbs Salvia, where the module illustrates the development of an immersive multimedia experience integrating archaeological interpretation, digital media and community engagement. The case study at Urbs Salvia also examines the joint training courses developed within the ARCHAEODIGIT project itself as a model of cross-border capacity building in heritage communication.

Lecturers: Dr. Ludovica Xavier de Silva (Faro Convention, public archaeology, storytelling, case studies); Dr. Giovanni Chelli (podcast production; video production for heritage).

Module 2 – Landscape, Planning and Archaeological Park Management (UMC, 5 hours)

Module 2 addresses the relationship between archaeological heritage, landscape governance and territorial planning, with a focus on the administrative and regulatory instruments through which archaeological sites can be managed as integrated landscape systems. The module begins with the theoretical framework provided by the European Landscape Convention (Florence, 2000), examining the landscape concept as a legal and planning category and its implications for the management of areas of archaeological significance. Learners explore how the landscape approach requires moving beyond the site-based paradigm toward a wider understanding of territory, rural heritage, and the layering of historical land use.

The second part of the module examines the relationship between archaeological park plans and the broader instruments of municipal and regional land use planning. Particular attention is given to the procedural and institutional challenges of coordinating heritage protection with urban development, infrastructure projects, and agricultural activity. The module presents archaeological parks not as isolated protected areas but as territorial systems that can generate economic, social and educational value across a wider catchment.

The heritage–tourism nexus is addressed in a dedicated unit that analyses models for sustainable tourism development at archaeological sites, drawing on frameworks from the European Tourism and Cultural Heritage strategies. The module closes with three Italian case studies — Suasa, Villamagna and Helvia Ricina — each examined as a distinct model of landscape-scale site management, with analysis of their planning instruments, visitor management strategies, and territorial integration.

Lecturers: Arch. Roberta Angelini and Arch. Ilenia Pierantoni (University of Camerino, School of Architecture and Design).

Module 3 – Archaeological Heritage as a Tourism Resource and Economic Sustainability (UPU, 10 hours)

Module 3, delivered by the Juraj Dobrila University of Pula, Faculty of Economics and Tourism "Dr. Mijo Mirković", integrates two complementary perspectives — heritage tourism management and economic sustainability — into a single, coherent module. It draws on the expertise of the Faculty's research tradition in tourism economics and destination management applied to cultural and archaeological resources.

The first part of the module develops a methodological approach to archaeological heritage as a component of the cultural landscape and as a resource within tourism destination systems. Building on UNESCO's framework of Outstanding Universal Value (OUV) and the operational guidelines of the World Heritage Convention, learners examine how authenticity and integrity shape the visitor experience and constrain — or enable — touristic uses of archaeological sites. The concept of visitor typologies is introduced through empirical research on cultural tourism demand, allowing learners to map different audience profiles (heritage specialists, cultural tourists, educational visitors, general tourists) against appropriate management and communication strategies.

The module then explores the enhancement of both tangible and intangible heritage within touristic practice. Tangible heritage — monuments, artefacts, built environments — is examined in terms of its presentation, interpretation and physical accessibility; intangible heritage — local knowledge, oral traditions, crafts, culinary culture — is addressed as a complementary resource that deepens the territorial identity of a destination and extends the visitor experience beyond the archaeological site itself. The role of cultural identity in destination branding and narrative construction is analysed through cross-Adriatic examples, with attention to the specific heritage landscape of the Istrian and Dalmatian coastal zones and the Marche hinterland.

The second part of the module addresses economic sustainability as a guiding criterion for heritage management. Learners are introduced to economic valuation methodologies for cultural heritage, with particular attention to contingent valuation — a stated-preference method that estimates the economic value communities place on heritage assets, including non-use values (existence, bequest, option values). The module situates these techniques within a broader discussion of local economic systems, destination competitiveness, and the conditions under which heritage tourism can generate lasting economic benefit rather than extractive short-term revenue.

The final units focus on EU funding as a structural instrument for heritage valorisation and destination development. The Logical Framework Approach (LFA) is presented as a planning and monitoring tool for Interreg and other EU co-funded projects, enabling learners to understand how to formulate project objectives, indicators and expected results in the language of EU programme management. The ARCHAEODIGIT project itself is used as a worked example of LFA in practice, illustrating how a cross-border heritage initiative can be structured to meet programme requirements while generating genuine scientific and community benefit.

Lectures by: University of Pula: Prof. Mauro Dujmović, Prof. Daniel Tomić; Dr. Anica Dobran Černjul,

1.3 Learning assessment, digital badge and certificate of completion

Each module includes formative activities (quizzes, discussion prompts). A Final Quiz covering all three modules concludes the course. Learners who pass the Final Quiz automatically receive two credentials issued by the Moodle platform:

- A digital badge in the Open Badges standard, shareable on LinkedIn and other professional platforms as a verified credential attesting successful completion of the course.
- A personalised certificate of completion, generated automatically by the platform and bearing the individual learner's name, the course title, the total duration (20 hours), the names of the delivering institutions (Università degli Studi di Macerata and Juraj Dobrila University of Pula) and the date of issue. The certificate attests both participation in the ARCHAEODIGIT MOOC and the successful completion of the final assessment, and may be downloaded directly from the learner's Moodle profile.

1.4 Teaching team

University of Macerata:

Roberto Perna, Full Professor, PhD;

Roberta Angelini Adjunct professor, PhD;

Ilenia Pierantoni, Researcher, PhD;

Ludovica Xavier de Silva, PhD;

Giovanni Chelli, PhD student

University of Pula:
Mauro Dujmović, Full Professor, PhD;
Daniel Tomić, Full Professor, PhD;
Aljoša Vitasović, Full Professor, PhD
Anica Dobran Černjul, PhD;

1.5 Screenshots

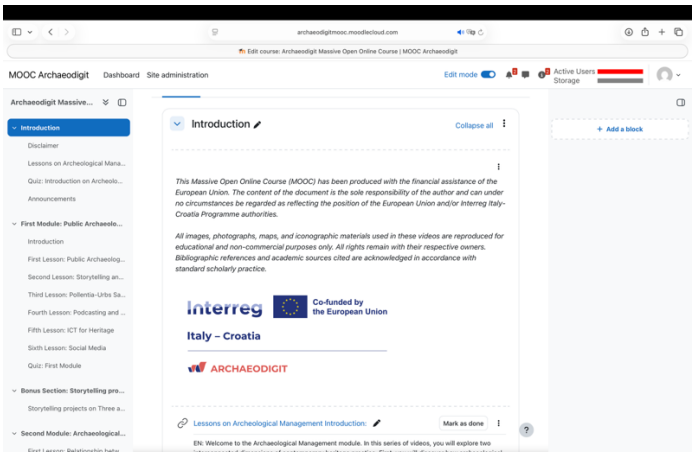


Figure 1 Course Homepage and EU Fund Disclaimer

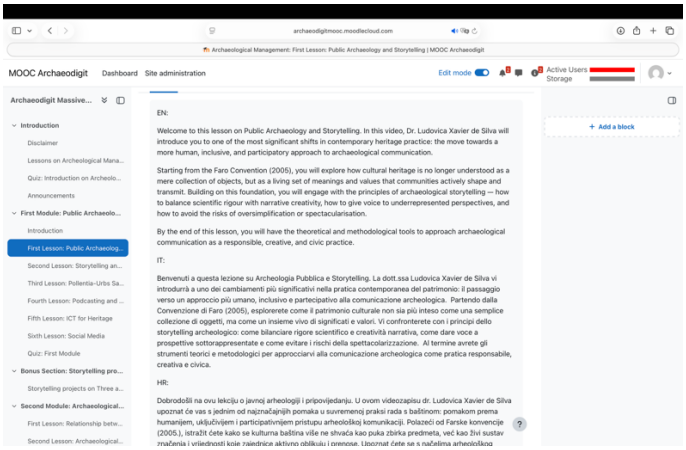


Figure 2 Overview



Figure 3 Video Lesson

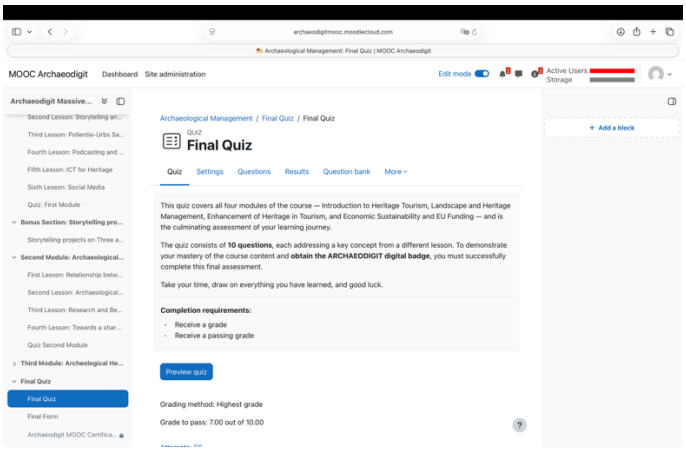


Figure 4 Final Quiz

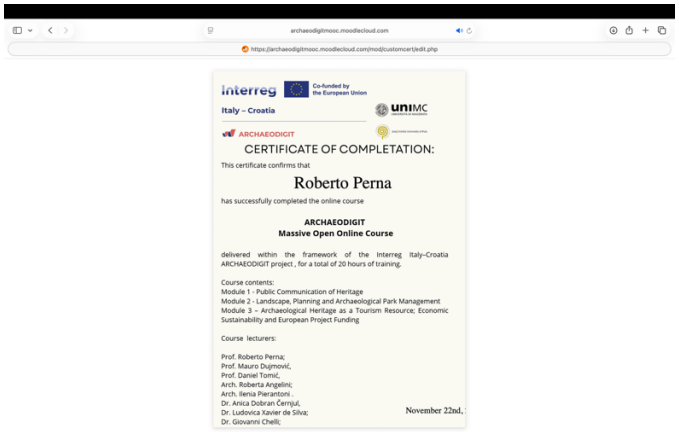


Figure 5 Certificates generated for every user who finish the course



Figure 6 digital badge you can upload on linkedin

2. Access to the MOOC:

The ARCHAEODIGIT MOOC is hosted on the Moodle Cloud platform and is freely accessible to anyone with an internet connection, without geographical restrictions.

Course link:

https://archaeodigitmooc.moodlecloud.com/course/view.php?id=9

2.1 Registration and access

Learners access the course by following these steps:

- Visit the course link above.
- Click "Create new account" on the Moodle login page and complete the free registration form with name, email address and a chosen password.
- Confirm the registration via the activation email sent to the address provided.
- Log in and self-enrol in the ARCHAEODIGIT MOOC.
- Navigate through the three modules at their own pace; all materials are available immediately upon enrolment.

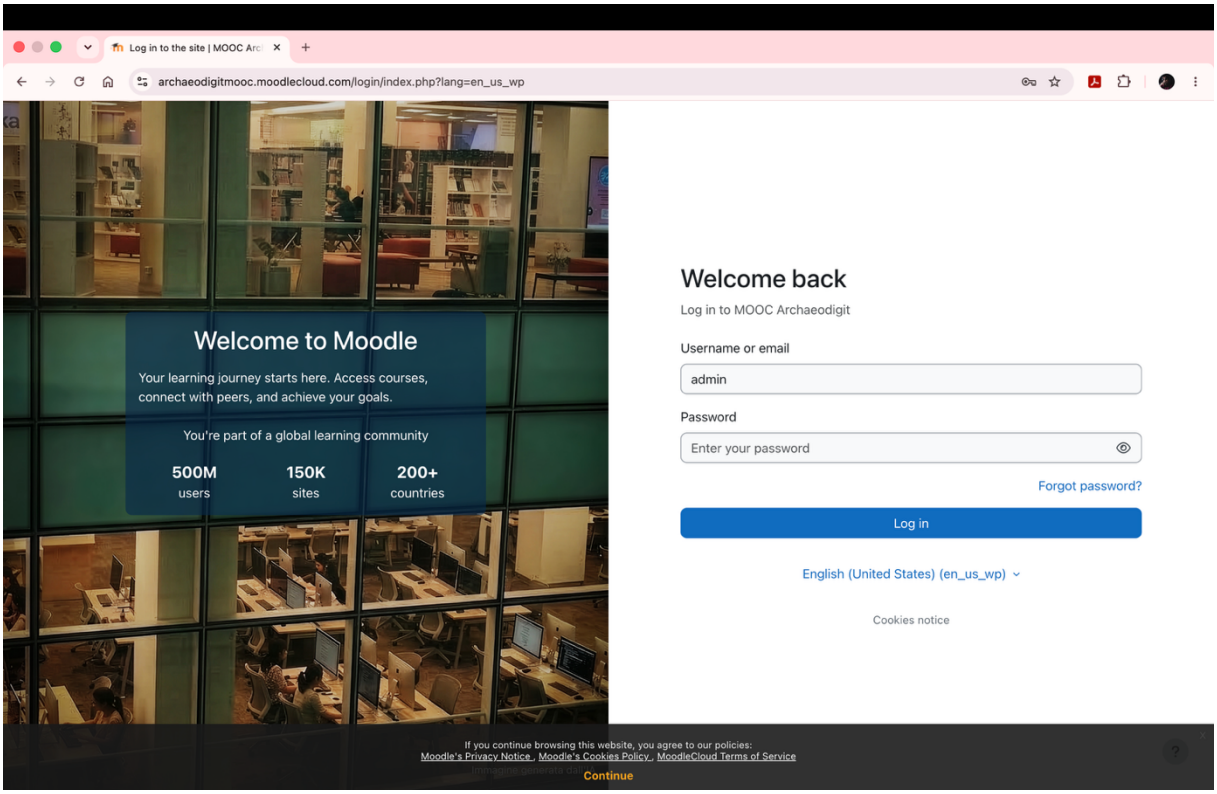


Figure 7 Registration Page

2.2 Access through the ARCHAEODIGIT Platform

The MOOC can also be accessed through the official ARCHAEODIGIT project platform, where a dedicated section links directly to the Moodle course. This ensures discoverability for users who arrive at the project website first.

[SCREENSHOT – ARCHAEODIGIT Platform page linking to the MOOC]

2.3 Long-term availability

In accordance with the requirements of the Interreg Italy–Croatia Programme, the ARCHAEODIGIT MOOC will remain freely and publicly accessible on the Moodle Cloud platform for a minimum of five years after the end of the project (i.e. until at least September 2031). No registration fee or institutional affiliation is required to access the course.

3. Participation and Completion Figures

The following table summarises participation data as recorded by the Moodle platform at the time of reporting.

Indicator	Number
Registered learners	200
Learners who started the course	200
Learners who completed the course	64
Digital badges issued	64

3.1 MOOC Evaluation Form – summary of results

An evaluation questionnaire (MOOC Evaluation Form) was made available to all learners upon completion of the course. The following is a summary of responses received.

Target groups represented among respondents:

[INSERT – breakdown of respondents by target group (e.g. students, professionals, cultural operators, etc.)]

Overall satisfaction:

[INSERT – overall satisfaction score / rating (e.g. X% of respondents rated the course as "good" or "excellent")]

Relevant feedback and suggestions for improvement:

[INSERT – brief summary of qualitative feedback from the evaluation form]