



MuSA
museum sector alliance

R6.3 PAPER / CHAPTER ON TRAINING MUSEUM PROFESSIONALS USING THE MOOC



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1 Description

This deliverable includes the following publications:

Dibitonto, M., Leszczynska, K., Cruciani, E. & Medaglia, C.M. (2020, July 19-24). [*Bringing digital transformation into museums: the Mu.SA MOOC case study*](#). 22nd International Conference on Human-Computer Interaction (HCI 2020), pp. 231-242, Online.

Abstract:

Mu.SA. -Museum Sector Alliance, is an EU funded project that aims to fill the gap between formal education and training and the Museums' need of competencies to drive digital transformation in order to be competitive in the digital era. The project will reach its goal building new European profiles of emerging job roles in museums, creating a training program and delivering a pilot, that will be used to test the methodology and the contents developed. In this paper, we will present the result of the evaluation of MOOC, that represents the first part of the course that has been delivered, trying to understand the strengths and weaknesses in order to improve it. The results of the evaluation of the MOOC were generally positive indeed and the level of interest shows that this strategy is considered particularly useful at sectoral level and as an opportunity for employment growth. The number of participants involved highlights the ability of the MOOC tool to attract and interest a wide audience of a heterogeneous age group covering several professional fields.



Dibitonto, M., Leszczynska, K., & Cruciani, E. (2020). Evaluation of the Mu.SA MOOC course. In A. Kameas & P. Polymeropoulou (Eds.), *The future of museum professionals in the digital era. The success story of Mu.SA*. Hellenic Open University. ISBN: 978-618-84272-9-7.

Abstract:

This chapter presents the results of the Mu.SA MOOC (Massive Open Online Course) "Essential digital skills for museum professionals", the first step of a training programme within the Mu.SA -Museum Sector Alliance project. The chapter analyses the functionality, usability and accessibility of the course, the learning activities and content delivery, and quality of contents and subject coverage. The analysis is based on quantitative data on the progress of activities, on quantitative surveys collected during the course and qualitative data from the interviews conducted with a representative sample of learners. Based on this data, the emerged results show an overall good level of satisfaction for all the evaluated aspects.

