

Day 4

Digital Tools for Heritage Education

The basics of e-learning

MOOC, COOC, SPOC and SOOC

MOOC : Massive Open Online Course

- Open to all
- No prerequisites
- Certification possible (sometimes paid)
- Accessible to everyone, at any time, anywhere
- Low interaction with the trainers
- Low fulfilment rates
- Option: offering a tutoring system

The basics of e-learning

MOOC, COOC, SPOC and SOOC

COOC : Corporate Open Online Course

- Designed for companies
- Restricted to selected learners
- Targeting skills and know-how of the company
- Certification possible within the company
- Accessible at any time, anywhere

The basics of e-learning

MOOC, COOC, SPOC and SOOC

SPOC : Small Private Open Course

- Restricted to a limited number of learners
- Personalised training courses on a specific topic
- High interaction, both with the trainers and between learners
- Creating a community
- Certification possible

The basics of e-learning

MOOC, COOC, SPOC and SOOC

SOOC : Small Online Open Course

- Open to all, but targeting an expert audience
- Training courses on a specific topic
- High interaction between learners through social networks
- Self-organisation of a learning group in the learning experience
- Option: offering a tutoring system with a community leader
- Certification possible

	MOOC	COOC	SPOC	SOOC
Overview	Online training, open to all, accessible at anytime, anywhere	Online training, open to employees, new recruits, customers and prospects, partners of a company, accessible at anytime, anywhere	Online training, open to a limited number of people	Online training for professionals as part of their life-long learning
For whom?	For learners who want to learn about a subject or develop their knowledge	For employees, new recruits, customers and prospects, business partners	For professionals who want to improve their skills	For professionals who want to improve their skills
Benefits	Accessible to all, often free of charge. Enables everyone to learn about a wide variety of subjects	Appreciated by the learners who keep control of their agenda and can carry out the training at a time convenient to them	Includes regular follow-up and exchanges with the trainer, which helps motivate learners to complete the course	Appreciated by learners for the interaction with other learners, which helps to create links
Disadvantages	Learners are not monitored by the trainer or the platform during their training	This format does not prevent learners from becoming demotivated during the course	Limited number of places	Non-personalized follow-up of learners by the trainer

The basics of e-learning

Open Education Resources (OER)

- Promoted by UNESCO
- They are teaching, learning and research materials – whatever their medium, digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions
- Part of Open Solutions, alongside Free and Open Source software, Open Access, Open Data or crowdsourcing platforms
- a best-practice solution

The use of MOOC in Cultural heritage education

The Strategic Partnership *Ancient Cities - Creating a Digital Learning Environment on Cultural Heritage*

Co-funded by the
Erasmus+ Programme
of the European Union



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



AARHUS UNIVERSITY



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Christian-Albrechts-Universität zu Kiel



UNIVERSITÉ PARIS 1
PANTHÉON SORBONNE

MOOC *Discovering Greek & Roman Cities*



Autumn 2019 and Spring 2020

Structure of the MOOC

- Welcome section
- Module 1 - Why does it matter?
- Module 2 - Life in the City
- Module 3 - Religion and the City
- Module 4 - Politics and the City
- Module 5 - Death and the City
- Module 6 - Infrastructure and the City
- Module 7 - Economy and the City
- Module 8 - Legacy of the Ancient City

Module 8: Legacy of the Ancient City

Introduction

Video lecture: 8.1 The Delos Symposia

Video lecture: 8.2 Reusing antiquity - Piazza del popolo

Video lecture: 8.3 Imagining antiquity – Foro Italico

Video lecture: 8.4 The rediscovery of Greece and its legacy

Video lecture: 8.5 Ancient remains in the modern city

Video lecture: 8.6 The legacy of Palmyra

Apply your knowledge

Quiz 

Reading



Introducing the topic

As soon as the Swedish queen announced her journey to Rome in connection with her conversion to Catholicism, the planning of her welcome party began. Everyone who was anyone was attending. So was a lot among the ordinary people who wanted to see the famous queen. Nobody wanted to miss this. Obviously, Francesca was there with her family too. The city had been buzzing to be ready. It was already in a constant state of construction because of the many churches that were built or refurbished in the new style that took the heritage of the ancients to a new level in the glorification of the Catholic Church.

"... he more than once declared how the reward lay in the fact that the great history of the city was used in the glorification of God. He could go on and on about the smallest details, the subtle hints of a Roman past... The ancient city as an ideal to strive for..."

Francesca was not really interested in all this, but her father had helped the pope finance the modernization of Piazza del Popolo, the square, that framed the great entrance of the queen. Of course, his name would not be remembered in connection with the piazza, but that did not seem to matter to him. Instead, he more than once declared how the reward lay in the fact that the great history of the city was used in the glorification of God. He could go on and on about the smallest details, the subtle hints of a Roman past... The ancient city as an ideal to strive for... "I don't think people will even notice... or care..." she had once remarked to irritate him, but her cross remark had completely missed. "God will know", he had replied. Now he was standing together with her mother close to the doors where the queen would appear. Francesca had been exiled to the back together with her friends. There she stood, nobody noticing her. It was all rather boring. "Really," Francesca said loudly and looked very important when her friends turned to her. "All this..." She gestured towards the windows and the city outside "... is a waste of time. All the new buildings, all the talk of history, this revitalisation of the city in the name of God and antiquity... I bet a queen like her does not at all appreciate this! She probably does not even understand our great history and the importance of this city." The empty looks on her friends' faces more than confirmed her statement. "I even heard," she lowered her voice and leaned into her friends, looking back and forth to make sure no one else was listening. "I heard that she is not even a real woman! That she doesn't sleep with men!" "Hush, Francesca, please! Don't say such things!" Her friends crossed themselves. Francesca was not at all planning to stop. The party was just getting interesting. However, her brief moment as centre of attention was gone as the queen was now being presented. Wearing a dress, looking like a real woman, although rather unattractive, Francesca noticed gleefully.

Assignment: Have a look at your own city

This assignment is of **low difficulty level (easy)** and should not take more than 1 hour.

These three pictures show buildings/structures that rely heavily on our ancient heritage and the ancient city. Can you find similar places in your city? Take pictures of them and describe what they have in common with antique buildings and how they differ.

Upload the images and your thoughts about the building in the DGRC forum (at the bottom of the page).

Questions to consider

Why do you think the ancient "vocabulary of buildings" have been used in these cities?

Images to use



Quiz module 8

10 points possible (graded)

(easy, einfach, facile)



[EN] Question 1. On the picture you see the Leaning Tower of Pisa. Built in 1173-1372, it is a good example of Romanesque architecture, which was heavily inspired by ancient Roman architecture. How is this visible in the Tower of Pisa?

[DE] Frage 1. Auf dem Bild sehen Sie den Schiefen Turm von Pisa. Er wurde von 1173 bis 1372 gebaut und ist ein gutes Beispiel für den romanischen Stil, der sich in hohem Maße an die antike römische Architektur anlehnt. Woran erkennt man dies beim Schiefen Turm von Pisa?

[FR] Question 1. Sur la photo, vous voyez la tour penchée de Pise. Construite entre 1173 et 1372, c'est un bon exemple d'architecture romane fortement inspirée de l'architecture romaine antique. En quoi est-ce visible dans la tour de Pise ?

[EN] The fact that it is leaning.
[DE] An der Tatsache, dass er schief ist.
[FR] Le fait qu'elle est penchée.

[EN] Its round shape.
[DE] An seiner runden Form.
[FR] Sa forme est ronde.

[EN] Among other things the extensive use of columns and arches.
[DE] Unter anderem an den vielen Säulen und Bögen.
[FR] Entre autres choses, l'utilisation extensive de colonnes et d'arcs.



Basic reading

- Bark, B., [Their Writing on our Walls](#) (a blog on the use and misuse of the monuments of the past)
- Eldem, E., From Blissful Indifference to Anguished Concern: Ottoman Perceptions of Antiquities, 1799-1869, in: Bahrani, Z. – Çelik, Z. – Eldem, E. (eds), *Scramble for the Past. A Story of Archaeology in the Ottoman Empire, 1753-1914*, 2011, 281-329 (for an Ottoman approach of antiquity and ancient heritage)
- Kutner, M. B., [The Dictator and His Ruins](#) (a blog on the use of ancient ruins in politics; ISIS - Palmyra, Mussolini – Rome and Herculaneum)
- Marquardt, S., [The Nashville Parthenon Glorifies Ancient Greece– and the Confederacy](#) (a blog on the use of classical reception in Nashville, USA)
- [On architecture influenced by antique architecture](#)
- [On Mussolini's use of Rome in his propaganda](#)
- ["Travelogues"](#) (a website collecting graphic materials found in travel accounts of journeys to Greece and the eastern Mediterranean from the 15th century onwards)

Advanced reading







- Antoszczyszyn, M., [Manipulations of Totalitarian Nazi Architecture](#), *Materials Science and Engineering* 245, 2017, 1–10 (article on the use of Greek and Roman architecture in Nazi architecture)
- Fiankan-Bokonga, C., A Historic Resolution to Protect Cultural Heritage, *UNESCO Courier October-December 2017* (article describing the historical development of the protection of cultural heritage which finally led to Resolution 2347 of the UN Security Council formally recognizing that the defence of cultural heritage is imperative for security)
- Kousser, R., [The Roman Reception of Greek Art and Architecture](#), in Marconi, C. (ed), *The Oxford Handbook of Greek and Roman Art and Architecture*, 2014 (article about how the Romans used Greek art and architecture)
- McFeaters, A. P., [The Past Is How We Present It. Nationalism and Archaeology in Italy from Unification to WWII](#), *Nebraska Anthropologist* 33, 2007, 49–62 (article on the use of Roman archaeology by nationalistic ideologies)

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-  [Listing of all computer games based on classical antiquity at Mobygames](#) 3
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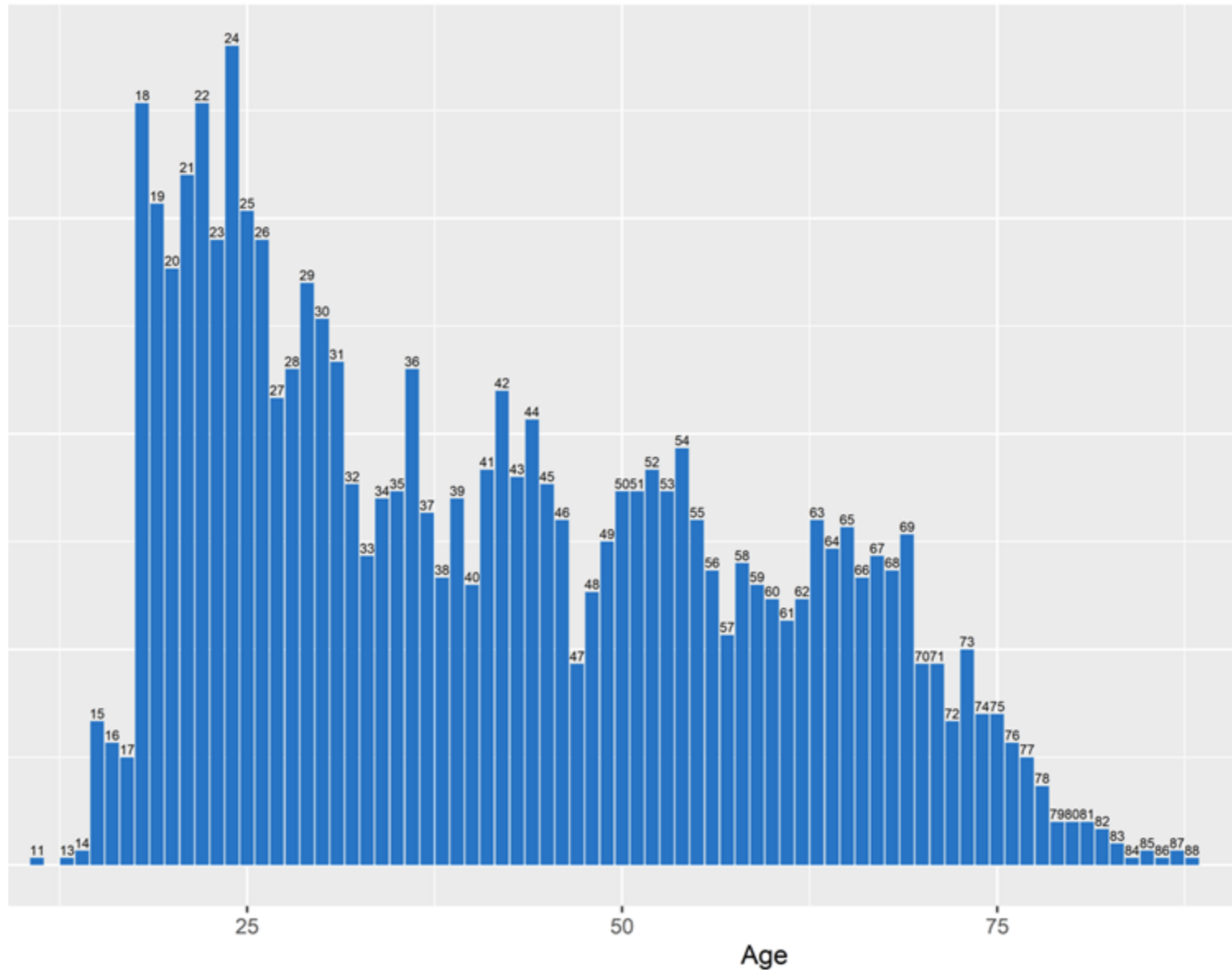
Discussion Home

Discovering Greek & Roman Cities

How to use MST and WI MOOCs discussions

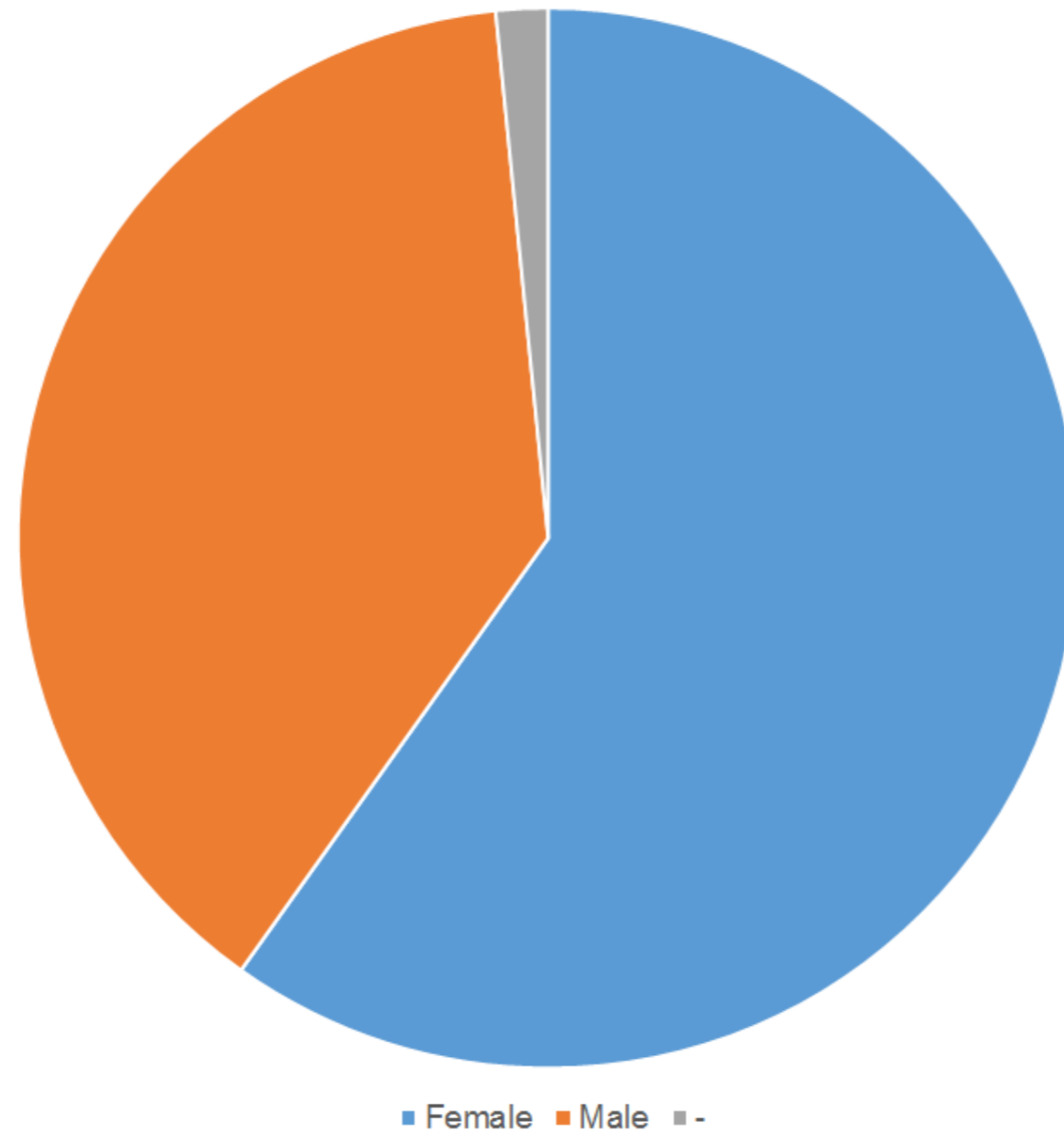
Find discussions	 Use the All Topics menu to find specific topics.	 Search all posts	 Filter and sort topics
Engage with posts	 Vote for good posts and responses	 Report abuse, topics, and responses	 Follow or unfollow posts
Receive updates	<input type="checkbox"/>  Check this box to receive an email digest once a day notifying you about new, unread activity from posts you are following.		

Who were the people taking our course?



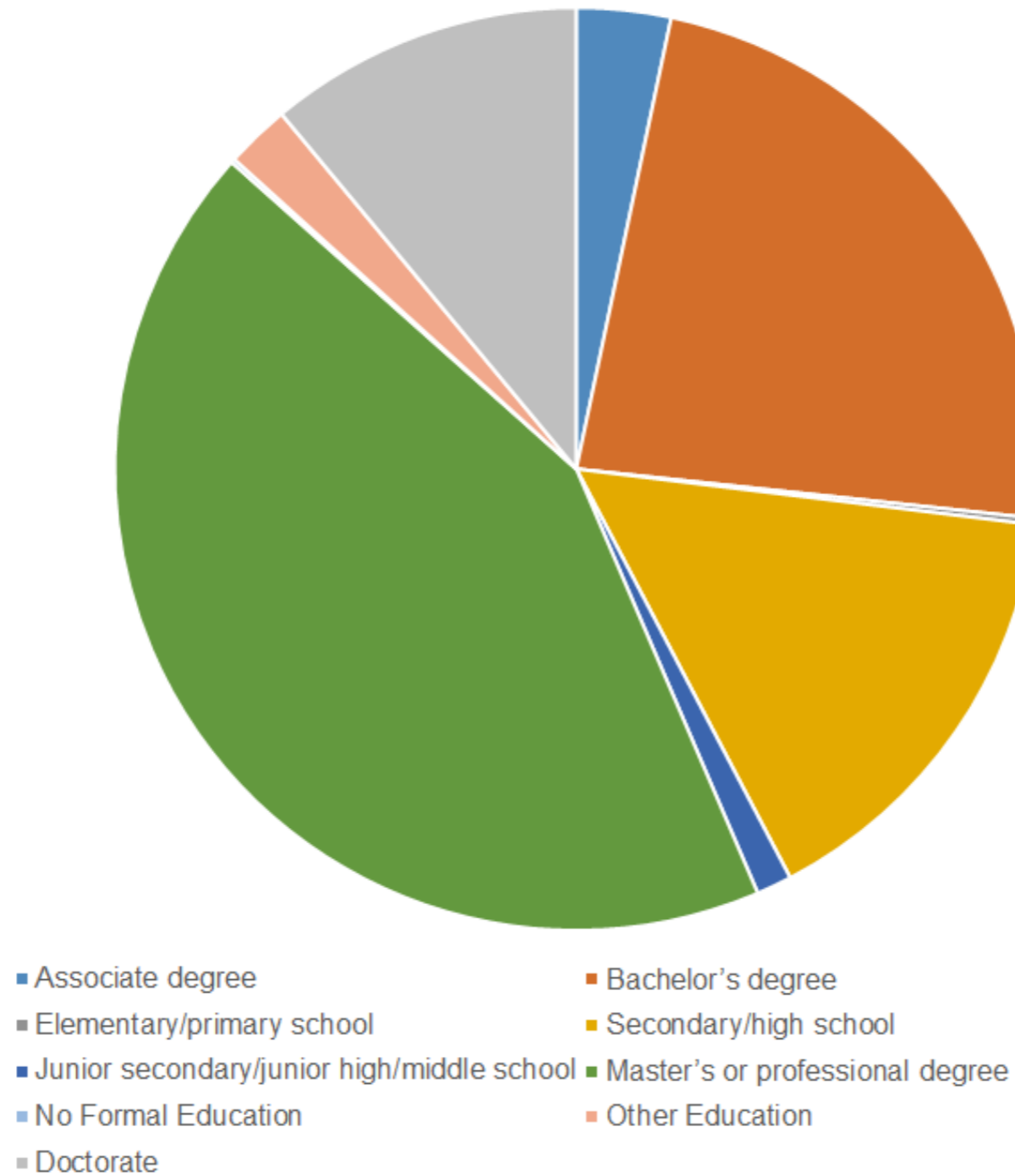
4,800 enrolled learners

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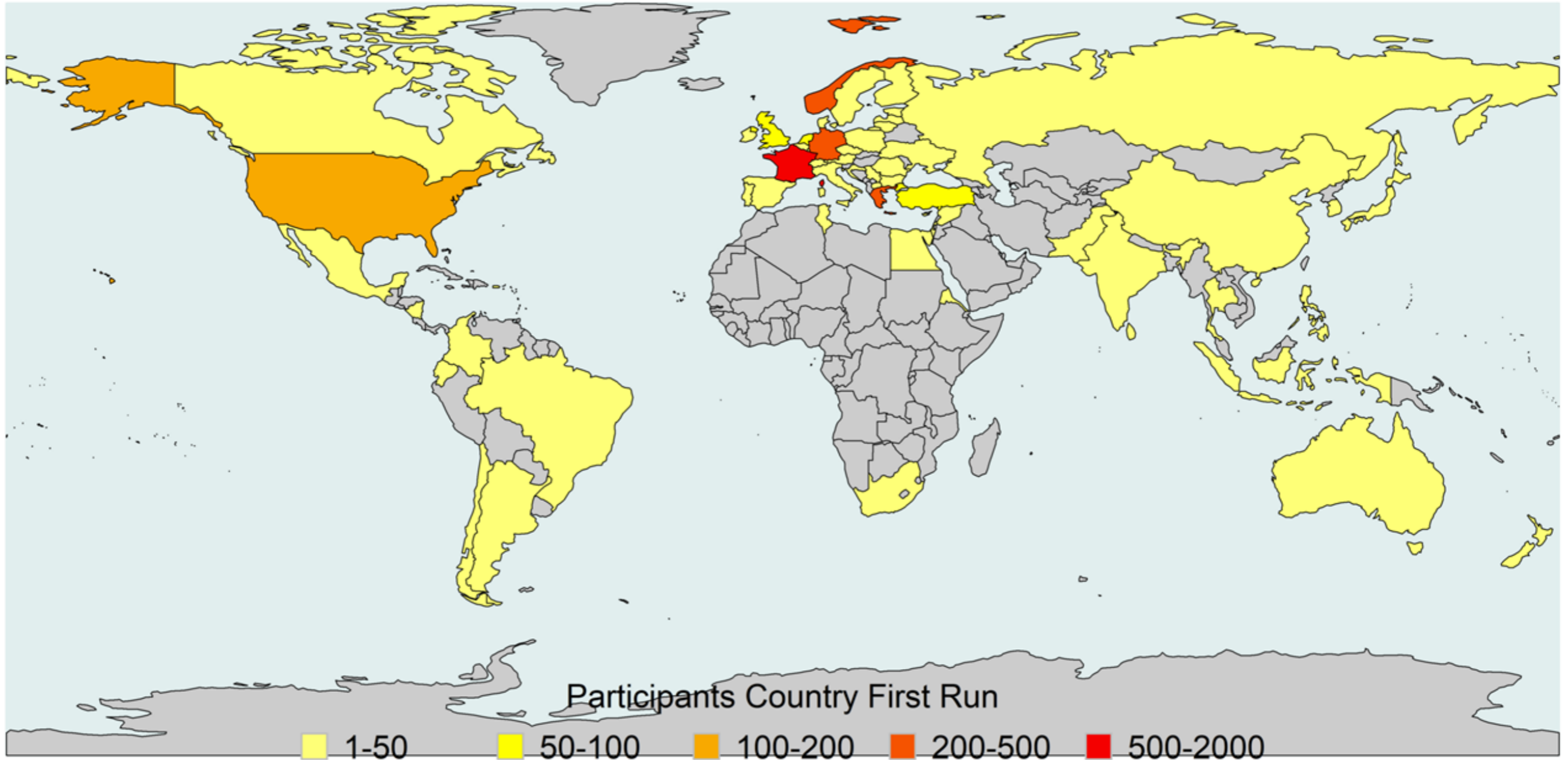
4,800 enrolled learners

Who were the people taking our course?

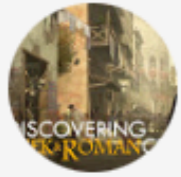


4,800 enrolled learners

Who were the people taking our course?



4,800 enrolled learners



Discovering Greek & Roman Cities

676 abonnés

ABONNÉ



ACCUEIL

VIDÉOS

PLAYLISTS

CHAÎNES

DISCUSSION

À PROPOS



Teaser

▶ TOUT REGARDER



Teaser MOOC "Discovering Greek & Roman Cities"...

Discovering Greek & Roman Citi...
2,4 k vues • il y a 2 ans



Teaser MOOC Discovering Greek & Roman Cities...

Discovering Greek & Roman Citi...
4,3 k vues • il y a 2 ans



Teaser MOOC Discovering Greek & Roman Cities...

Discovering Greek & Roman Citi...
944 vues • il y a 2 ans

Module 1 - Why does it matter

▶ TOUT REGARDER



1.1 - Why do ancient cities matter today?

Discovering Greek & Roman Citi...
3,6 k vues • il y a 1 an

Sous-titres



1.2 What is a City?

Discovering Greek & Roman Citi...
3,7 k vues • il y a 1 an

Sous-titres



1.3 What did an ancient city look like?

Discovering Greek & Roman Citi...
3,2 k vues • il y a 1 an

Sous-titres



1.4 Chronologie et géographie du monde...

Discovering Greek & Roman Citi...
2,6 k vues • il y a 1 an

Sous-titres



1.5 Woher wissen wir es?

Discovering Greek & Roman Citi...
1,8 k vues • il y a 1 an

Sous-titres

