DETECt
Detecting Transcultural Identity
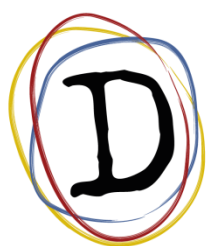in European Popular Crime Narratives

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Executive Summary

Objective

This document will detail the elaboration of a Massive Online Open Course (MOOC) to learn European transcultural identity through European popular culture focusing on the integration of the MOOC with DETECt learning community. It describes the concept and the stages necessary for the realization of the future online course. At the present moment the production of the MOOC is in process and will be finalized in the next months.

Introduction

The Detect MOOC is an intensive educational outreach effort from the Detect research community. MOOCs are free, open online learning platforms, where students can register as they wish and study at their own pace. Contrary to other open information-oriented materials on the web, such as Wikipedia articles, blogs, open publications) a MOOC is primarily focused on the *learning process.*

The aim of this MOOC is to have a broader *impact* with this H2020 research and bring its research to a larger audience. MOOCs are highly visible and attract a well-defined audience. On average, MOOC learners are somewhat older than typical university students, with the average between 25 to 30 years. As learners choose to attend the MOOC on their own initiative, interaction and participation is of good quality.

Advantages of MOOCs are:

- Truly international geographical spread of participants.
- Maturity of the learners.
- Intrinsic motivation.
- Often people with a personal or professional link to the subject.
- Intensive effort over a span of on average 8 weeks.
- Identified students who register under their real name and can opt for certification.

- Attracts students to follow-up studies at the universities.
- Good statistics and analytics to allow insight in the learning progress and effectivity.

This means that MOOCs are an excellent tool to propagate and disseminate the insights from H2020 research projects. We are confident that we can link, through the MOOC, the insights learned from our research on crime novels with a broader but yet focused and relevant audience of learners, in a way we could not achieve through publications and/or conference papers.

As KU Leuven had a long experience with MOOC design, and as a partner of the edX consortium (http://www.edx.org) can host its own MOOCs, it was decided that KU Leuven would manage the MOOC development process and host the MOOC on its KULeuvenX platform (https://www.edx.org/school/kuleuvenx). Participation to KU Leuven MOOCs ranges from a few thousand on average to more than 40.000 learners (in an exceptional case) per course!

Contrary to some of the first-generation MOOC providing universities, who mainly *recorded* their university classes, KU Leuven opted from the start to experiment with novel design, exploiting the full potential of the online environment. One of the core approaches at KU Leuven is to design MOOCs in international partnerships, and in alliances between universities and stakeholder organizations. Being able to design a MOOC with the finest crop of European scholars on the very attractive and popular topic of Crime novels and TV-series was a unique opportunity.

To support MOOC development, KU Leuven has a specialized team, with experts in ICT e-learning platforms, scenario writers, video artists, educational professionals, and support staff. We also host quite a few advanced recording studios.

Even though the MOOC only had to be ready in 2021, we started very early on in the project to discuss at the all partner meetings about the concept of the MOOC, and how it would integrate with the other educational efforts. First of all, there were the discussions within WP3 with lead Ilaria Bartolini and her team from Bologna, to see how the MOOC would be linked to the Detect Learning portal https://www.detect-learning.eu/. But also, many discussions ensued with the

project coordination on how to define the target audience and engage the project partners in contributing to its contents.

As most partners have no previous experience with MOOCs, from early meetings such as the workshop in Belfast and later in Bologna, it proved to be a hard sell to get an understanding on what kind of learning experience could be offered on the MOOC and what learning materials should be developed. So, a decision was made to start gathering educational contents on the Moodle over the summer of 2019. This would allow us to see what topics could find a place in the MOOC and be used to define the MOOC modules.

As a general approach, the MOOC team works with a ***retro planning***, starting at about 7 months before delivery date. MOOC communications and registrations start a couple of months before the start date.

A first retro planning was provided in Belfast March 2019, a revised planning was proposed during a half day MOOC discussion at the Bologna meeting November 2019. A follow-up meeting was foreseen during the planned Bucharest meeting, which was cancelled due to Corona, and was replaced by a virtual meeting 23-24 of April 2020. This allowed us to start the effective production planning with the partner teams. In May 2020, the ABC design meetings were held in Leuven (through Skype).

Structure of the Deliverable

Paragraph 1 offers a brief overview of the primary milestones that define the history of the MOOC from the production of the first course in 2008 to its latest developments. It defines the concept of distance learning and its features, explaining how this idea is expressed and conceived in the MOOC. Besides the description of the main features that distinguish the MOCC, such as accessibility, scalability and the large number of participants, the paragraph illustrates the pedagogical approach used by the online courses and its difference with the traditional courses offered by the Higher Education Institutions.

Paragraph 2 presents the premises, elaborated overtime, behind the realization of a MOOC to learn European transcultural identity through European popular culture and how the online course would integrate in the DETECt learning community. Also, it illustrates the details and the concept elaborated for the realization of a MOOC based on the outcome of the DETECt academic research and embedded in the frame of the DETECt project objectives.

Paragraphs 2.3 and 2.4 retrace the first stages of the design of the MOOC, from the delineation of its concept to the definition of the main features in terms of structure. This includes its modules, chapters, learning objectives and the definition of the type of users, who the MOOC is addressed to, as well as possible prerequisite of the course. These paragraphs also illustrate the design of the MOOC internal structure and of its learning activities through specific collaborative sessions.

Paragraphs 2.5 and 2.6 are devoted to the explanation of the copyright polices related to the edX platform and to the realization of the course, and how this could impact positively and negatively on the production of the MOOC. Finally, the future stages in the realization of the online course are explained. These include the announcement and marketing strategies that precede the release of the MOOC and that are planned for reaching out the attention of an international audience.

1. The Challenge of Distance Learning

In the last decade, the higher education sector has been profoundly affected by the broad diffusion of new learning technologies, capable of providing an alternative to the traditional educational methods based on classroom learning. Although the concept of distance learning has been already largely common and used by several Higher Education institutions, the circulation of the new online technologies leads to further developments not only in relation to the main idea of distance learning but also to the concept of education openness and equality.

It is in this context that the Massive Online Open Courses (MOOC) emerged. Their advent, at the beginning of the last decade, may be considered an important inflexion point in the Higher Education online teaching and learning approaches (Mota and Scott 2014).

However, the idea of an "Online Open Course" is not a unique original product of the 21st century. Already since the beginning of the 1970s pioneers such as Ivan Illich was pronouncing itself in favour of education openness, stressing out how the introduction of computers as support to the learning methods would have led to a reformation of an already "broken education system" (Illich, 1971).

Still, a full realization of this ideal had to wait until the end of the first decade of the 21st century. The launch of the very first Massive Online Open Course can be dated to the year 2008. Nevertheless, it is starting from the year 2011, when an Artificial Intelligent course launched by the Stanford University reached 16.000 students, that MOOCs started gaining significant attention from the public. From that moment on, the new concept of Massive Online Open Course never stopped developing and gaining credits. Nowadays, more than 900 universities are offering MOOCs as part of their educational programmes to millions of students (Mullen and Milechin 2018). The MOOC courses diversify from institution to institutions and can vary from science to art, from law to sociology.

MOOCs are based on three different main features: *open access*, *scalability*, and the possibility to host a *high number of participants*. These can be considered the main concepts, around which MOOCs oriented its evolution, and the main characters that distinguish MOOCs from online courses provided by Higher Education institutions (Mota and Scott 2014).

Open access gives users the chance to enrol in a course for free and access the whole material available in the MOOC without paying the normal fee.[1] The distance learning factor allows them to overcome any space boundary. Also, MOOCs are generally pre-requisite free, a feature that eliminates the gaps in terms of background and previous acquired knowledge: every learner is given the chance to enrol and complete the course.

According to the concept of *scalability* each course is pedagogically designed to meet the learning needs of different types of students. The pedagogical features that characterise MOOCs makes necessary the use of specific methods for the delivery and the teaching of the material in the form of distance learning. For instance, the open nature of the course and the lack of pre-requisite make necessary for the educator to predict and design content that can be adapted to the potential background of the learners as well as to their goals. This reflects also in the role played by the educational design behind the realization of a MOOC. In fact, MOOC courses are built on material fragmentation, which means that the material is segmented and packed in short lessons that give learners the time to digest the content at their own time (Mullen and Milechin 2018) or to create a selection of the interested material.

Moreover, the presence of continuous assessment through structured exercises ensures the understanding of the subject. In this context, these type of structured teaching and design methods have the aim to improve the student's acceptance of the online learning programmes (Mullen and Milechin 2018).

MOOCs are created for hosting a considerable high number of participants. This feature contributed to the implementation of communities as part of the MOOC's learning experience, which allow student to confront each other overcoming linguistic and geographical gaps. This

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[1] Recently it edX introduced the payment of a fee for all those learners who are interested in receiving an official certificate after completion of the course and passing of a final exam.

form of intercommunication is ensured by the presence of discussion forums, which have the aim to provide dialogue and interaction between students and teachers.

MOOC are constantly evolving and probably constitute one of the most innovative movements within open learning and distance education. In the last decade new forms of technologies and new forms of educational approaches have been applied, contributing to its spread and evolution. Even though it could not be considered as substitute of traditional educational method, it is impossible to deny that it contributed and will contribute strongly to the development of online learning approaches, creating new learning opportunities in the context of the higher education.

2. Creating a MOOC on "Transculturality and Identity in European Popular Crime Narratives"

2.1 Defining the Strategy

MOOCs are freely and worldwide accessible. The combination of these features makes it suitable to be easily integrated into the DETECt learning community. The nature of the MOOC offers a solid ground for the circulation and expansion of the debate and dialogue around European crime genre and European Identity. For this reason, the creation of a Massive Online Open Course was chosen as one of the supports to the diffusion of the research project outcomes. Although this MOOC can be conceived as independent distant learning environment, its structure is developed in order to coexist and gain material support by two other platforms: the DETECt Moodle and the DETECt Portal.

In particular, the DETECt Moodle platform was conceived as a test bed platform for the final use of the MOOC platform. In the last two years the Moodle platform was continuously enriched with contents in the form of articles, maps, reading material, videos concerning European crime genre both from a geographical and cultural, political, social perspective. A re-shaping and re-elaboration of this material will allow the enrichment of the MOOC content.

First agreements concerning the creation of a MOOC on crime narratives and European Identity were concluded firstly during the DETECt Kick-off meeting (26-27 April 2018), where a primary concept of the MOOC and its chapters was developed. This was accomplished together with the project lead, after input by partners on the Basecamp.

Later, during the DETECt Project Meeting & Research Workshop in Belfast (20-21 March 2019) was established a first confirmation of the structure of the MOOC's content and of its main modules. In this occasion a production workflow plan was presented and established. This was related to the structure of the many stages that needed to be followed to produce the MOOC until its final launch in February 2021. During this second year it was possible to engage with

the project lead and the partners to precisely define the targeted audience, the learning goals, contents, and interactions of the MOOC course, as well as develop an evaluation strategy. This included the elaboration of a strategy plan for the best integration of the MOOC with the DETECt learning community through the support of the DETECt Portal on one side and of the DETECt Moodle Portal on the other side.

The MOOC on "*Transculturality and Identity in European Popular Crime Narratives*" is going to be specifically designed for the research results of the DETECt project and hosted by the KU Leuven channel on the edX platform, a non-profit platform established by Harvard and MIT in 2012.

The main goal is to create an online course appropriate not only as support to the traditional teaching methods and university lectures, but also as independent distance learning environment. The users will have the chance to choose if audit the course or if purchase a verified certificate, delivered after successful completion of a final exam at the end of the course.

The official launch of the MOOC based on the DETECt project is expected in February 2021 and will be preceded by the implementation of a beta test version in October 2020. The goal of the beta test version is to evaluate the presence of limits and technical mistakes to be improved in view of the official launch. The implementation of this MOOC relies on the collaboration between the following DETECt partners: KU Leuven, UNIBO, FUB, UNIDEB, UB, AAU, UNILIM.

The production of a Massive Online Open Course is a complex process. It comprehends a series of steps that need to be thoroughly followed to deliver a product that meets the exact expectations of the project itself in terms of learning/educational methods and quality of the content. For this reason, a very detailed action plan was created and presented during the DETECt Project Meeting & Research Workshop in Belfast (March 20-21 2019) and revised and presented during the DETECt virtual Bucharest meeting (April 2020).

	2020											2021
	MAR	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB
Quality Gates			QG1			QG2			QG3	QG4		
Design	About Page							Trailer		Announcement & Marketing	Checklist by edX	Official launch
	Structure + Design											
	Material collection and clearance											
Built				Video: training, tests								
				Building first module								
				Assessment and exercises								
					Making all videos & building rest of course on Edge					Copy course on edX		
Test								Beta testing	Adjusting			
Milestones & Deliverables					D3.2			MS5		MS7		

2.3 The Concept

The main goal behind the creation of a MOOC in the context of the DETECt initiative, is to offer a freely accessible online course addressed not only to the academic field of the Humanities and Social Sciences, teachers, and students in Higher Education but also to crime fiction enthusiasts. The MOOC created on the base of the DETECt project, aims to become an online learning environment, integrated in the DETECt learning community, where learners can have the opportunity not just to discover the latest knowledge in the field but also to learn the basic theories of the crime genre. In this frame, further goal lies in improvement of their comprehension on the many social, political, and historical aspects bounded to this genre.

Core point of this concept is the application of the acquired knowledge through focused assessment methods, designed both for the needs of learners with a strong literary background as well as for users with knowledge gaps. This purpose is going to be applied through the creation of different assessment levels. Learners can select their assessment methods according to their preparation and to their own goals. Selected additional material will be also available for those users who want to receive in depth information on the topics tackled over the whole course.

For this reason, it was chosen to create a **self-paced** course. With this solution the learners do not require the immediate response of an instructor and can plan their learning path at its own speed. This would allow the implementation of the MOOC both as support to a traditional academic lecture and as independent online course.

2.3.1 The edX Course About Page

The definition of the **concept**, the **goals** and **prerequisites** of the future course constituted the primary stage in the creation process of the MOOC's structure.

The first and essential step in the definition of this frame is represented by the finalization of the **edX course About Page**, a document showcased on the edX platform containing all the information regarding the MOOC that the users will read before deciding whether to enrol in the course. It can be considered the presentation page of the MOOC itself and it will be visible on the edX platform webpage and portal. The creation of the About Page was constantly monitored through the feedback given by the KU Leuven MOOC Team and it was accomplished through the collaboration between KU Leuven and UNIBO.

The **About Page** includes the following information on the MOOC:

Course Title: • Clearly indicates the course subject matter. • SEO-optimized and targeted to a global audience.
Short Description of the course: • Functions as a tagline. • Follows SEO guidelines. • Targets a global audience. • Conveys compelling reasons to take the course.
Long Description of the course, • very detailed • easy to skim • targeted to a global audience
Learning Goals:

• The skills and knowledge learners will acquire in the course.
Subject Field • A concise description of general subjects included in the course.
Prerequisite • Specific knowledge learners must have to be successful in the course.
Syllabus • A detailed review of content covered in your course, organized by week or module.
Level • Complexity level of the course: ○ *Introductory* - No prerequisites; a learner who has completed some or all secondary school could complete the course. ○ *Intermediate* - Basic prerequisites; learners need to complete secondary school or some university courses. ○ *Advanced* - Significant prerequisites; the course is geared to third or fourth year university students or master's degree students.
Course Pacing • *Instructor-paced* courses include individual assignments that have specific due dates before the course end date. • *Self-paced* courses do not have individual assignments that have specific due dates before the course end date. All assignments are due on the course end date.
Bio • List of course instructors and general information on each of them.

Particularly important in this context is the establishment of the **learning objectives**, a series of goals that learners will reach while following the MOOC. These can be considered the pillars of the MOOC apparatus. The learning objectives provide an answer to the question "What should students be able to do or know by the end of their learning process?". The learning goals guide the decisions that the educational team makes, regarding the course unit's content,

teaching methods, assessments. Students get a sense of what is expected of them by reading through the set of learning objectives. The wording of those objectives is not a goal in itself but can help in making your teaching more transparent and targeted. Its formulation also requires special attention, since all the learning goals must express in a student-centered way and as much as clear and concrete as possible.

'If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes... It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.' (Shuell, 1986)

Their definition is essential to design the structure of the whole course, since the content, the selection of the topics and the assessment methods must be structured based upon the learning goals.

Together with the description of the learning goals, it is essential to define the **pre-requisite** for accessing the course. All MOOCs offered on the edX platform are freely accessible by anybody, depending on the learner's background. However, it is crucial to communicate to the users interested in that specific learning path the special knowledge that could be of benefit for them to fully understand the course material. With regards to the MOOC for the DETECt project the intent was to allow the enrolment of learners with different background and education level. However, since the character of the course is very specific and tackles certain literary topics, it was decided to suggest not just to already possess an interest towards the topic but also a general understanding of critical and research-oriented type of content.

The final version of the About Page, outcome of the collaboration between the MOOC team, the KU Leuven team and University of Bologna team is reported below.

Course Requirement (Click for More Info)	Specs	Your Text
Course Title*	<70 characters, <50 recommended	

		Transculturality and Identity in European Popular Crime Narratives.
Course Number*	<10 characters	DETECtx
Short Description*	<255 characters	Learn how new research about crime novels, films and television dramas can help investigate European identity in a transcultural perspective.
Long Description*	<2500 characters	The crime genre, perhaps the most popular narrative genre of contemporary media in Europe, offers an ideal material for evaluating the impact of the Europeanization process on cultural production, distribution and reception. Have you ever wondered how this genre has spread throughout Europe in the last three decades, becoming so popular? Is "Euronoir" a consistent reality beyond the widely exploited labels of Nordic and Mediterranean Noir? How is the diversity of European landscape, cultural history and societies represented in these dark stories, and how do they reflect about the contradictions of political integration, economic inequalities, social injustice as well as, of course, criminal activities within and across the continent? Would it be possible to define "Europe" through the lenses of crime narratives? A newly formed transnational collaborative project funded under EU Horizon 2020 research programme, has taken on the challenge and investigate how the concept 'Europe' can be given a

| | | place within media and transmedia narrative production. This course brings together the project's main results and makes them accessible for fans, students and every individual with an interest in the genre as well as in the much-debated issue of European identity.

The outline of this MOOC will follow the history of the European crime genre from 1989 to the present day, focusing on its main productions, reception and distribution in different European countries. In relation to that, a few case studies have been selected as exemplary material to understand and analyse concepts like diversity, ethnicity, gender, migration and transculturality. |
|---|---|---|
| **What You'll Learn*** | <2500 characters, each bullet with 4-10 words | ● How to identify the current trends in European crime fiction related to the co-production, marketing translation and distribution strategies.
● Recognize how European transcultural identity is reflected in crime fiction.
● Be able to critically discuss the roles played by concepts like gender, ethnicity, diversity and migration in crime fiction.
● Define the evolution and transformation of European transcultural identities.
● Interpret how historical and political events of the last 30 years influenced the production and representation of European crime fiction. |

Subject Field*	Primary is required and will appear in sidebar, others are optional and will appear in search	**Literature** Humanities, Language, Art & Culture, History
Course Image*	2120 x 1192 pixels	
Prerequisites	<200 characters	An interest in the crime genre and a general background knowledge about the most popular crime series is a prerequisite for this course. A familiarity in understanding crime narratives from a critical and research-oriented standpoint along with an undergraduate level of reading, interpreting and writing skills would be of benefit.
Syllabus	<2500 characters	1. A: Introduction to platform + B: Introduction to content (KUL) *In the first module, we give you tips on how to best navigate through the course, its modules and units. We will also introduce you to the topic of crime narratives in Europe and present the DETECt project.* 2. Crime Fiction and Contemporary European Society + British Example (UNIBO) 3. EU Identity in Crime Fiction + German Example (FUB) 4. Politics & History in Crime Fiction + French Example (UNILIM) 5. Nordic Noir + Gender & Crisis

		of the Welfare State (AAU + UMEA) 6. Mediterranean Noir + Migration & Transculturality (UNIBO) *What is the connecting thread between Mediterranean Noir, migration and transculturality? In this module, we will provide insight into these aspects of the Mediterranean Noir, analysing some iconic authors and considering the impact of this genre on Film and Television.* 7. Eastern Europe + Ethnicity & Diversity (UNIDEB + UB) 8. Conclusion + Belgian Example (KUL) *In this conclusive module, by taking the example of the Belgian crime production as a case study, we introduce you to two controversial aspects: multilingualism and language. Besides, you will have the opportunity to resume and gain a deeper insight into some of the key concepts tackled in the entire course.*
Level*	Introductory, Intermediate, Advanced	Intermediate
Frequently Asked Questions (FAQ)	<2500 characters	-
Video Link	30-90 seconds. Additional specs below.	
Learner Testimonial	<500 characters	

Course Run Requirement (Click for More Info)	Specs	Your Text
Course Start Date*	Month, Day, Year and Time in UTC	1 Feb 2021
Course End Date*	Month, Day, Year and Time in UTC	31 Jul 2021
Course Pacing*	Instructor-paced, self-paced	Self-paced
Program Association (if applicable)	MicroMasters, Professional Certificate, XSeries	n.a.
Program Name (if applicable)	<70 characters, <50 recommended	DETECtx (T1_2021)
Certificate Type*	Audit-only; Verified Certificate; Professional Education	Verified Certificate
Certificate Price*	In $USD	$49
Course Staff*	List staff in the order you want them to appear on the About Page. Limited to the primary instructors a learner will encounter in videos.	Fred Truyen Professor of Cultural Studies KU Leuven, Belgium Jan Baetens Professor of Literary and Cultural Studies KU Leuven, Belgium Monica Dall'Asta Professor of Film and Media Studies University of Bologna, Italy Federico Pagello

		Research Fellow at the Department of Arts
		University of Bologna, Italy
		(in progress)
Staff Image*	110 x 110 pixels, no more than 256 MB	
First Name*	Required.	
Last Name*	Required.	
Title*	Required.	
Email*	Required for edX internal use only. Institution email highly preferred. This will NOT display on the site.	
<u>Bio</u>*	No more than 3 paragraphs. Additional info below.	
Facebook URL	Optional.	
Twitter URL	Optional.	
Blog URL	Optional.	
Major Works	Optional.	
Estimated Effort*	The number of hours per week or module the learner should expect to spend on the course.	4-5 hours
Course Content Language*	Required.	English
Video Transcript Language *	Required. May list more than one.	English
Language Spoken in Course Videos*	Required.	English
Course Length*	Length of the course, in weeks, rounded to the nearest whole number	10 weeks

Target audience	Who are the ideal learners for this course? What are the key demographics of these learners? What is their education or skill level? What is their job role? What industry do they work in?	Scholars in the Humanities and Social Sciences, teachers and students in Higher Education, professionals in the fields of media education and production. Crime fiction enthusiasts.

2.4 Defining the Structure and the Content

The subsequent step that follows the elaboration of the main concept of the MOOC consisted in the definition of the structure of the course itself. This includes not only the selection of the topics, but also the **number of modules**, their **duration**, and the **type of learning activities**.

An initial structure of the modules and of their content was presented at the DETECt meeting in Belfast in March 2019. The primary idea was to approach the content course according to the topics of the chapters contained in the Moodle.

MODULE	SUBJECT
1	Crime and detection
2	History
3	Geography
4	Production and distribution
5	Class, gender, and ethnicity
6	Promotion and reception

However, in March 2020 this idea was replaced by the adoption of a geographical approach: each module is, in fact, going to be dedicated to a different European area and its respective type of crime narrative. Discovering crime genre while virtually travelling from country to country allows also the discovering of social, political, cultural topics, which are going to be showcased in selected case studies.

Differently from the first proposal, where the modules in the MOOC were limited to 6, in the latest structure the course is enlarged and enriched with additional sections. The MOOC will eventually comprehend 8 different modules, each of them with a duration from 4 to 5 hours. The following final table illustrates the main topic of the 8 Modules included in the MOOC:

MODULE	SUBJECT	DEADLINE	LEAD & TEAM
1	Introduction		KU Leuven
2	Crime Fiction and Contemporary European Society		UNIBO
3	EU Identity in Crime Fiction		FUB
4	Politics & History in Crime Fiction		UNILIM
5	Nordic Noir + Gender & Crisis of the Welfare State		AAU
6	Mediterranean Noir + Migration and Transculturality		UNIBO
7	Eastern Europe + Ethnicity and Diversity		UNIDEB + UB
8	Conclusion + Belgian Example		KU Leuven

2.4.1 Designing the MOOC: the ABC Session

After having defined the external structure of the MOOC, in terms of number and general content of the modules, as well as general goals of the course itself, the following stage consisted in the design of the internal structure of the course. This comprehends the structure of the module's subsections and the definition of the learning activities, essential to reach the learning goals of the MOOC.

These elements were conceived during the first ABC **Design Session,** hold in April 2020 and lead by the MOOC development team. The goal of this first session was to define the structure

and the design of the Module 6 of the MOOC, curated by the University of Bologna. The **ABC Design Session** provided the right tools for the understanding of the MOOC's structure.

Each **module**, dedicated to a specific topic, is enriched by **sections**. These allow a structured division of the modules content and the opportunity for the users to freely choose and access the material and the topic they are most interested in. The sections are further divided in **units**, which contains the *learning activities*.

Further goal of the ABC Session was to illustrate all the possible learning activities offered by the edX platform. The creation of the right exercises and activities is essential since it provides users the right tools to enrich their knowledge and to put into practice their understanding of the topic. The learning activities consist in exercises - in the form of videos, reading material, quizzes and discussion exercises - which allow the users to understand the proposed topic, to interact with the other users through a discussion forum and to assess its own knowledge and comprehension of the content.

In this specific context attention is given to the type of learning activities and to their format. Its creation was based on the following table, which illustrates and define the whole variety of activities that can possibly be implemented in the MOOC.

Learning Activity	Description	Examples
Acquisition	Learning by listening, reading, or watching. Learners read, watch, or listen to an explanation or demonstration by the teacher.	*Videos*: -Talking head -Interview -PowerPoint, screencast, animation with background voice -Demonstration or video recorded on location -Guided exercises *Text*: -Text with images -Styled texts -Accordion or Carousel with text *Audio*: -Podcast
Inquiry	Learning by finding out. Learners explore, compare and critique texts, documents and resources that reflect the concepts and ideas being taught. They modify their conceptual organization by questioning, investigating, analysing, interpreting, and synthetizing.	-Guessing activity (this can generate a word cloud) -Find texts and compare/analyse them - Drag and Drop activity (with images, words etc.)
Discussion	Learning by discussing. Learners articulate their ideas and questions, and challenge and respond to the ideas and questions from their teachers and peers.	-Discussion combine with Inquiry: find out and discuss - Discuss given questions - Discuss a video or an assignment

Practice	Learning by doing. Learners adapt their conceptual understanding to the task at hand, put the theory into practice, and use their feedback to improve their understanding. Feedback may come from self-reflection, peers, the teacher, or from the activity itself, it shows them how to improve the result in relation to the goal.	- Self- assessment by recalling what learnt - Drag and Drop activity after having read a text or watched a video etc. - Quizzes
Production	Learning by creating. Learners consolidate what they have learned by producing an output, which generates a representation of this learning.	- Produce a video - Write a short essay - Create an image
Collaboration	Building on inquiry and acquisition, learners create joint reference and take part in the process of knowledge building itself. Therefore, they collaborate through discussion, practice, and production.	- Create a research proposal - Taking part to a project

Each learning activity has a specific function, and helps the users understand certain aspects tackled in the modules. It is essential to ensure a perfect combination of this activities in every subsection in order to guide the users and to allow them to reach the learning goals of that specific section.

The first ABC Session was followed by the creation of a structured program of weekly meetings hold in May 2020 with the DETECt partners involved in the production of the MOOC. The objective of these additional sessions was to guide each DETECt team through the design of its own module. Even in a distant environment the collaboration was made possible using Skype calls and of a collaborative Google Drive folder. Especially the latter allowed a simultaneous collaboration between the DETECt partners and the MOOC development team of KU Leuven despite the geographical distance. In the extract from the design of the module 1 shown below it is possible to view the structure of the document used during this collaboration.

MODULE 1
Introduction
(KU Leuven)

LEARNING GOALS

1	Gain familiarity with course setup, workload, expectations, course team, edX platform, discussion forum
2	Gain information on the DETECt project
3	Gain insight into the mere definitions of crime genre
4	Understand interpretation issues linked to the notion of crime fiction
5	Identify the dominant concepts of the course

SUBSECTION 1 Welcome

acquisition	acquisition	acquisition	discussion	acquisition	acquisition	acquisition	acquisition
Welcome to the MOOC Introductory informative text about the course to welcome new participants	**About "DETECt"** Inform students about the DETECt project, goals, initiatives etc.	**Course Staff** List of course staff and partners	**Introduce Yourself** The student is asked to briefly introduce itself and its background	**Learning goals and Syllabus** Description of each module and of the learning goals of the whole course	**Course basics** How to use the platform and description of the course in term of educational packages	**Learning support** How to use the edX platform and the DETECt Portal for accessing additional learning material	**The Exam** Explanation of assessment criteria
2 min.	5 min.	2 min.	6 min	2 min	3 min	5 min	3 min

Duration
total time: 30 min.

SUBSECTION 2 Introduction to the course: understanding the crime genre

acquisition	acquisition	practice	acquisition	acquisition	inquiry	acquisition	inquiry
Introductory video presentation (talking head) about the general scope of the course (reading crime fiction in order to study on the hand the diversity of the production and on the other hand a certain number of transversal themes such as gender, race, and migration) and the 8 modules	Article on ontology (DETECt semantic domain)	Multiple choice quiz on the previous activity	Article related to the definition of crime fiction based on the semiotic square	Video interview related to linguistic/terminological issues of the notion of "crime fiction" + short text that presents "lists" of different terms in different languages	Students can chooose one of these two exercises: -They give examples of crime fiction from their own country and locate it in the "semiotic square" -They must present and discuss the "genre label" that is being used in the translation of their own language of (what they consider) a European classic	Texts on "Chronotope"	Students give example of a crime fiction chronotope in a given crime fiction work

This method made the design each of single module of the MOOC possible. It allowed the creation of the learning activities and the choice of the type of content necessary to produce the activities itself. The step that followed the design of the module is represented by the production of the material in the form of articles, videos, audio, or exercises. In this context, specific support for video pre-production phase and the videos creation will be offered by LIMEL.

A delivery of the remaining material (articles, reading material, images, exercises...) was set to September 2020, on time for the implementation of the modules in the MOOC beta test version in October 2020. The release of the beta test version will also correspond to the official release

of the MOOC trailer, which will be produced by KU Leuven and supported by LIMEL's video artists and video producers.

A good part of the material produced for the MOOC will be accessible by the users inside of the platform. However, the MOOC will also have in the **DETECt platform** a valid interactive, and educational support. On the one hand, this will provide additional content contributing to the enrichment of the user's knowledge on European popular culture. On the other hand, it will provide interesting insights into DETECt initiatives and research, giving the learners new hints for extending their learning experience.

The structure of the MOOC and the choice of the best type of content according to each module, will concern the last steps in the creation of the MOOC. These stages correspond to:

- The realization and the collection of the whole material, which will be accessible by the learners. This will be made available by the respective partners.
- The review of the collected material. This includes the text styling, the video postproduction, and the implementation of interactive exercises.
- The uploading of the material on the KU Leuven channel.

The final steps of the implementation of the MOOC will be possible through the access and control of the KU Leuven channel directly on the edX platform. This will allow not only the uploading of each MOOC section but also its styling. Especially in this process the DETECt team will receive the valid support of the KU Leuven expert services.

2.5 Learning Material Production and Copyright Polices

The content and of the MOOC and its units represent, without any doubt, the core of the course itself. They can be considered the vehicle that enables the reaching of the course objectives and the successful completion for the users of the learning path offered by the MOOC itself.

For this reason, the learning material needs to be fully and freely accessible by all users, despite their geographical provenance. This is line with the features of the edX platform: a public environment founded on an open access system. However, even though these features allow a

global accessibility of the MOOCs offered by the edX platform, they also lead to the establishment of strict rules in matters of copyright policies. Due to these regulations the material uploaded on the MOOC and provided for the users must be accurately selected, free from any copyright and globally accessible. This requires a conscientious use of the video, audio, text material chosen for the learning activities as well as its careful implementation as part of the MOOC content. Because of the importance of the topic for the realization of a MOOC on "*Transculturality and Identity in European Popular Crime Narratives*" discussions on best practices to adopt in that sense were hold over the meetings by the DETECt consortium and general copyright guidelines were provided.

It is true that, to some extent, this can appear as a limit to the selection of the learning material. However, these rules can be considered as an opportunity to encourage the production of new and original material, that can improve not only the quality and the originality of the MOOC itself but also the promotion of the academic research conducted by DETECt.

2.6 Promotion and Launch of the MOOC

The uploading of the content on the KU Leuven channel on the edX platform and its styling will precede an important step in the realization of the MOOC: the launch the Beta test version of the course and the release of a trailer, that will be produce in Leuven in September 2020. While the beta test version will be essential in testing the course on a small public of student enabling the discovery of discrepancies and difficulties in the achievement of the learning goals, the production of the trailer will correspond also to the initial promotion of the MOOC.

	2020											2021
	MAR	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB
Quality Gates			QG1			QG2			QG3	QG4		
Design	About Page						Trailer			Announcement & Marketing	Checklist by edX	Official launch
	Structure + Design											
	Material collection and clearance											
Built				Video: training, tests								
				Building first module								
				Assessment and exercises								
					Making all videos & building rest of course on Edge				Copy course on edX		
Test								Beta testing				
									Adjusting			
Milestones & Deliverables				D3.2				MS5		MS7		

This will conventionally begin two months before its official release in February 2020 and will be followed by the publication of the edX course About Page on the edX platform and by the release of the MOOC trailer. In fact, normally, the users register for a MOOC primarily based on the content description offered in advance of the launch. Developing an introductory text and a trailer will be important preparatory steps to ensure that the MOOC reaches out to the expected audiences.

The announcement and marketing strategy, that will be initialized in December 2020, will include:

- Dissemination of the trailer and of general objectives and information on the MOOC in the edX platform.
- Reaching of a broader audience through the promotion of the future course on social media such as Facebook, Twitter, LinkedIn and on the DETECt portal.
- Inclusion of the MOOC among universities courses as future addition to the traditional program.

This plan, supported in this phase by the KU Leuven development team, will enable a correct dissemination of the MOOC as preparation to the official launch.

Conclusion

Massive Online Open Courses are still a recent concept. Although its educational approach is still developing and adapting to the present reality, the idea behind the MOOC remains stable and anchored to the principle of open access, scalability, and adaptability.

These principles seem to fit in the context of the DETECt project and to perfectly combine to the DETECt learning community objectives, which work towards the international diffusion of the academic research on European crime narrative and the growth of a broad dialogue among the learners as well as around the research subjects.

The creation of a MOOC on "*Transculturality and Identity in European Popular Crime Narratives*" in that sense offer a valid support to internationally increase this dissemination, offering the learners not only the possibility to improve their already possessed knowledge but to provide them with the basis and the right skills to undertake a future study in that direction.

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