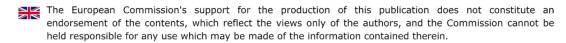








PROJECT: VIDEO IN EDUCATION PROCESS PROJECT NUMBER: 2018-1-PL01-KA204-051175



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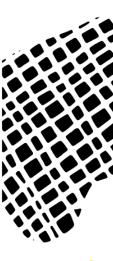
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Training Curriculum

Creating CV Videos for the enhancement of adults' qualifications and skills

Video in Education Process

Erasmus+ Strategic Partnership for Adult Education

The curriculum presented below consists in the document originally outlined for the conduction of the LTTA held in Rome (27-31 May 2019) and organised by CIAPE Centro Italiano per l'Apprendimento Permanente, revised and integrated on January/February 2021 by the same organisation based on the feedback collected by the project partners Cotopaxi, Real Time Video Ltd and Magenta Consultoria in the frame of the pilot events organised and implemented at national level after the transnational LTTA.

I Target group:

- educators (coaches, facilitators, teachers, etc.) working with adults
- social workers, therapists, group supervisors, changemakers, social innovators
- all individuals interested in sharing any content in a video form for educational purposes

Group briefing:

Participants should be able to use video equipment and computers on a medium level to be able to record video content and edit files. Alternatively – provide a person experienced in this field.

Estimated size and type of the group:

Recommended number of participants: up to 6 people per facilitator

Group type: versatile, especially regarding gender and age. As for the participants' experiences: select a group (still as small, if possible) that is more homogeneous in this respect.

Notice:

The pilot training is dedicated to groups of adults with variable levels of competences and skills (low educated, re-skilling, up-skilling, long term unemployed, aged people, third-country nationals etc.), rather than with groups of trainers. It is designed to improve their competences and skills and to enhance their professional potential, namely in terms of soft skills, future skills and personal branding.

Consider to devote some time to movement exercises and energizing breaks during activities.

II Learning outcomes:

- 1. Knowledge:
 - learning about future jobs and skills forecasts, with a particular focus on digital skills
 - learning the basics of the DIGCOMP frame
 - learning the basics of personal branding
 - learning the basics of self-presentation (also as far as the selection of clothes, hairstyle and makeup is concerned)



2. Skills:

- learning how to select relevant information within traditional Europass CVs in order to design an impactful CV video
- learning how to produce a CV video using various types of audio-visual equipment
- learning how to edit CV videos using free video-editing software
- learning how to setup the shooting set and act in front of the camera, paying into account images, sound and video modulation
- learning to take the most from a number of widely known online platforms used to disseminate CV videos

3. Attitudes:

- promoting eagerness to use modern technologies towards job seeking
- promoting self-confidence
- promoting how to tackle stress
- promoting critical-thinking and self-improvement

III Workshop outline

Module	Duration	Activities	Goals	Remarks
I	40 min	Introduction to the agenda and the workshop objectives, ice-breaking, expectations and basic rules.	Introduction to the workshop, organisational matters, getting acquainted with participants and discussing their expectations.	This part can be modified, depending on the needs and profile of the group, etc.
II	90 min	Introduction to facts and figures concerning future jobs and skills forecasts (optional sources: Cedefop and in particular the Future Time Traveller policy roadmap report), with a focus on the importance of digital skills)	Learning about socio- economic trends shaping the future labour market, and becoming acquainted about the DIGCOMP EU reference framework. Co- learning.	
III	50 min	Introduction to CV videos as a tool for job seeking	Learning what CV videos are, together with tips and tricks around personal branding and how to setup the shooting set, raising awareness of the importance of sound and video quality.	
IV	70 min	Learning how to self- produce a CV video.	Being able to identify impactful information and messages to be transmitted through the CV videos, starting from the Europass contents.	Prior analysis of the participants' Europass CVs is a good option.

			Presenting features of free editing software. Learning basic image, sound and music editing skills.	
V	100 min	Preparing, recording and editing own short CV video.	Pointing out the need for practical use of acquired knowledge and skills. Providing and receiving feedback during the analysis of the recorded material.	
VI	20 min	Evaluation.	Noting opinions and critical suggestions of participants in order to improve workshop scenarios.	

IV Detailed schedule of activities

Module I

Duration	Name	Description	Required	Remarks/comment
			materials/equipment	S
5 min	Introduction	About yourself,	Name tags, if	
		your organisation.	participants do not	
			know one another.	
Instructions				
for the				
participants				
15 min	lce-breaker	Any activity that	A roll of perforated	
	(e.g. paper roll)	enables	toilet paper.	
		participants to get		
		acquainted.		
Instructions			e. [After everybody gets t	
for the	many facts about y	our private or profess	sional life as many pieces	s you took.
participants				
Note for the	You pass a roll of to	pilet paper to the pers	son sitting next to you. Yo	u do not take a piece
trainer	first, so as not to su	uggest how much the	others should take. Durin	ng each presentation,
	you try to create a	relaxed atmosphere a	and thank each participar	nt.
5 min	Workshop goals	Presentation of	A presentation,	
		workshop goals.	a computer,	
		Pinpointing its	speakers,	
		pilot role.	a projector	
		Stressing the		
		importance of		
		feedback.		

5 min	Expectations	Noting the expectations of participants.	Can be noted on a flipchart.	
5 min	Schedule	Short presentation of the schedule.	Presentation; optionally: a printed version of the schedule for everyone.	
5 min	Rules	Establishing basic rules to ensure effective work.	Can be noted on a flipchart.	

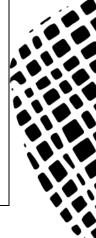
Module II

Duration	Name	Description	Required materials/equipment	Remarks/comments
60 min	EU labour market trends	 Talking about global and regional socioeconomic trends shaping g the labour market. Showing facts and figures concerning jobs and skills forecast. Explaining the news introduced by the recent DIGCOMP reform. 	Slides, printed materials.	People with fewer opportunities might find this part demotivating due to the lack of studies/work experiences they might have. It is then important to highlight that video CVs are also great ways to show other types of skills, e.g. the "soft" ones (see Module III).
Instructions for the participants Note for the	_		p with questions and disc and jobs of the future - p	
trainer			s can choose when prepa	. •
30 min	Share examples of future job profiles related to the digital sphere		Slides, online references to the job profiles identified to be shared.	
Instructions for the participants	•	th the group. Follow u	p with questions and disc	cussions.



Module III

Duration	Name	Description	Required materials/equipmen t	Remarks/comments
25 min	Introduction to personal branding	 Trainer explains the concept of online and offline personal branding. Tips and tricks for the setup of an impactful brand identity. Add aspects of soft skills relating to the mental sphere, needed when looking for a job. Exploring some online platforms for self-promotion (e.g. LinkedIn). 	Slides, online references to the most used branding platforms.	
Instructions for the participants				
Note for the trainer	In the context of can choose when	ants share their impress nd privacy legislation; soft skills - preparing a preparing CV scripts; cate even more time to	written list of skills fr	om which participants
25 min	Shooting set	 Participants divide into groups. Their task is to record a short self-presentation of one member as if they were recording a full CV video. All watch and listen to the product and try to comment on it. 	Recording equipment, flipchart.	



		4. Discussion about the importance of adequate dressing, hairstyle, makeup, background, setting, sound modulation and				
		video quality.				
Instructions	Divide into X group	ps.				
for the	Your task is to rec	cord a short self-presentation video paying attention to your clothes,				
participants	the setting around	ne setting around you, your voice and the video quality as a whole.				
Note for the	Share with the group ALL the videos recorded, and after the projections, ask the					
trainer	participants about feelings/impressions/critical elements. Discuss the use of each					
	aspect and its imp	pact on the final perception of the output.				

Module IV

Duration	Name		Descripti	on	Required	Remarks/comments
					materials/equipment	
40 min	CV video	1. Starting		m the	Paper, pen, laptop.	Pay attention to
	preparation	Europass CV		/, the		sensitive data
		group identifies the		fies the		protection,
		con	tents to	be		especially when
		inc	luded in t	the CV		working with
		vid	eo and ho	ow to		particularly
		ma	ke it mor	e		vulnerable
		imp	oactful.			groups(*).
Instructions	Your task is t	o prepar	e a CV vi	deo sample i	following the trainers'	nstructions.
for the						
participants						
Note for the	Specialist kn	owledge	around	employment	trends would be nee	ded by the trainers to
trainer	support parti	cipants i	if they we	ere to be give	n useful insights;	
	(*)There need	ds to be	adequat	e informatio	n presented on possib	le negative impacts of
	using social	media a	nd new r	nedia, espec	ially during the Covid-	19 pandemic. It will be
	important to	highligh	t how th	ese media o	utlets came to the for	efront in most sectors,
	and how the	use of	video st	reaming for	interviews is now co	mmonplace. Workshop
	leaders have	to be av	vare of is	sues surrour	nding vulnerable adults	and distributing video
					•	ented and explained to
	participants	•			•	•
30	CV Video edit		1	n their own	Participants shoul	1
00	simulation	9		omputers,	bring their own	
				articipants	computers with the	
			_	nstall the	selected software	
				ame editing	installed.	
				oftware (e.g.		
				aVinci		

	Resolve or					
	Shortcut).					
	2. The trainer					
	presents how					
	to edit a video					
	step by step,					
	simultaneousl					
	y showing how					
	to use the					
	software.					
Instructions	Your task is to follow the actions of the trainer in the editing software on your own					
for	computers.					
participants						
Note for the	This module requires you to be quite apt at using a selected editing software. Before the					
trainer	workshop, check various software configurations (e.g. OS) and video content format (e.g.					
	AVCHD, MOV) to ensure their compliance with the selected editing software.					
	If you have trouble assembling enough computers, you can focus on presenting how to					
	use the software (not recommended).					
	You need to be ready to support participants individually after presenting each step (e.g.					
	problems with following your instructions, equipment issues, etc.). It is recommended to					
	have a competent assistant to help the participants.					

Module V

Duration	Name	Description	Required materials/equipment	Remarks/comments		
40 min	CV video recording	- Trainer prepares materials needed for recording a very short CV video (1 per group). - The group records a 2- min CV video.	Recording equipment, laptops.	Limit the amount of equipment - determine in advance with the participants whether we work on their own devices or on the trainers' devices* (which involves a compromise between the quality of production, and accessibility and ease of control).		
Instructions for the participants	Your task is	s to record a CV video samp	e following the trainers' in	nstructions.		
Note for the trainer	*Providing access to to	equipment means that no echnology;	one is disadvantaged bed	cause they don't have		
	Be prepared to support the participants in terms of shooting and editing (alternatively – provide a person experienced in this field).					
60	CV Video ed	-	vn Participants should			

			participants	computers with the	
			upload the	selected software	
			content	installed.	
			prepared.		
		4.	Participants		
			follow the		
			trainers'		
			instructions		
			on their own		
			computers		
			about editing		
Instructions	Your task is to follow	the a	ctions previously	outlined by the traine	r in the editing
for	software on your own	com	puters.		
participants					
Note for the	This module requires	you to	be quite apt at ι	using a selected editing	software. Before the
trainer	workshop, check vario	ous so	oftware configura	ations (e.g. OS) and vide	eo content format (e.g.
	AVCHD, MOV) to ensur	e the	ir compliance wi	th the selected editing	software.
	If you have trouble as	semb	ling enough com	nputers, you can focus	on presenting how to
	use the software (not	reco	mmended).		
	You need to be ready t	o sup	port participants	s individually after pres	senting each step (e.g.
	problems with follow	ing yo	our instructions,	equipment issues, etc	.). It is recommended
	to have a competent a	essist	ant to help the p	articipants.	

Module VI

Duration	Name	Description	Required	Remarks/comment
			materials/equipment	S
20 min	Evaluation	Evaluation can be	Depending on the	
		conducted basing	selected method:	
		on the VEP IO2	paper	
		guidelines.	questionnaires,	
			interview	
			questionnaire, online	
			survey.	

Materials:

To organise the workshop, various types of video and sound recording equipment are required. As professional equipment might be too expensive and out of reach for educators and their organisations, basic equipment is recommended:

- photo cameras, camcorders or smartphones all available equipment with video recording functions
- tripods (video tripods with oil head recommended; photographic tripods or other stabilising equipment can be used instead)
- microphones (basic lavalier-type microphones or more advanced variants)
- headphones
- a computer with video-editing options (with editing software such as DaVinci Resolve, Blender, Shotcut, Microsoft Movie Maker, iMovie)



Bibliography and other sources:

All sources on the topic might be useful, especially online guides such as tutorials about CV video production, as well as tips and tricks. Recommended introductory sources and websites:

- 1. CEDEFOP https://www.cedefop.europa.eu/en
- 2. FUTURE TIME TRAVELLER Policy report http://future-time-traveller.eu/products/
- 3. DIG COMP Guide https://ec.europa.eu/jrc/en/digcomp
- **4.** <u>www.theguardian.com/careers/careers-blog/how-to-make-video-cv</u>

General remarks

- If in some Modules participants are expected to use their personal computers and equipment, they have to be asked to bring them with proper editing software beforehand;
- Division into separate Modules is not obligatory. The activities can be mixed if their original purpose is maintained;
- The workshop duration can be extended: ideal duration would be 12 hours. As an alternative, the Modules can be organised in different sessions/days, or periodically repeated;
- Consider to devote some time to movement exercises and energizing breaks during activities;
- Invest time in creating a group atmosphere with ice-breakers, so participants feel more comfortable;
- Reduce theoretical input to what is necessary, so participants have more time to develop their skills and creativity.



Online transposition of non-formal education around the use of video CV

For the organization of a training session on the development of video CVs, it could be useful to divide it into at least three phases, to be held either on the same day or – preferably – on 2 separate days.

- 1. During the first phase, organised online and involving the whole group of participants and facilitators/trainers, it is necessary to:
 - i) Welcome the participants, conduct a short ice-breaking (ref. Module I);
 - ii) Share current labour and skills market trends (ref. Module II);
 - iii) Present the video CV tool and some basics about personal branding (ref. Module III);
 - iv) Present equipment and techniques to self-produce a video CV (ref. Module IV).

Duration: 4 hours (including 2-3 short coffee breaks)

- 2. The second phase (ref. Module V) can either be carried out autonomously (offline) by the participants, or in smaller groups (online). Note that Zoom, Teams (and other apps) allow for the creation of multiple "break out rooms" this would require more facilitators, depending on the overall group's size. This phase will focus on:
 - Working around the traditional CV in a view to select and transpose the most important elements and info into the video format;
 - ii) Recording the video CV shots;
 - iii) Post production of the video CV.

Duration: 2 hours

- 3. The third phase (ref. Module VI) will include:
 - i) Sharing all products, one by one;
 - ii) Group discussion, feedback, comments.

Duration: 1 hour

To do before the session

- Choose the most suitable platform to conduct the workshop and inform the participants in advance. If the case, you can involve the participants in the choice, and/or explain them the advantages that using one or the other platform entails. This is also a learning opportunity;
- Ease the participants' accessibility to the chosen platforms (e.g. provide them access links and credentials in advance, inform them on how to download the app etc.);
- Prepare the participants in advance in terms of technical issues, e.g. ask them to have instruments ready, to download the software needed etc. (think about developing tutorials or draft step-by-step documents, if the case);
- Try to mitigate any obstacle e.g. the unavailability of the necessary equipment or unstable Internet connection, proposing alternatives and/or viable solutions;
- Prepare the participants in advance as for the setting, which should be quiet, comfortable, tidy and well lit;
- Ask the participants to prepare and share in advance their traditional curriculum vitae;
- Send learning materials deemed useful in advance;



