CREATING CV VIDEOS FOR

THE ENHANCEMENT OF ADULTS'

QUALIFICATIONS AND SKILLS

VIDEO
IN EDUCATION
P R O C E S S

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

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 materials/equipment	Remarks/comments
5 min	**Introduction**	About yourself, your organisation.	Name tags, if participants do not know one another.	
Instructions for the participants				
15 min	**Ice-breaker (e.g. paper roll)**	Any activity that enables participants to get acquainted.	A roll of perforated toilet paper.	
Instructions for the participants	Take as many pieces of paper as you like. [After everybody gets their share], tell as many facts about your private or professional life as many pieces you took.			
Note for the trainer	You pass a roll of toilet paper to the person sitting next to you. You do not take a piece first, so as not to suggest how much the others should take. During each presentation, you try to create a relaxed atmosphere and thank each participant.			
5 min	**Workshop goals**	Presentation of workshop goals. Pinpointing its pilot role. Stressing the importance of feedback.	A presentation, a computer, speakers, a projector	

Duration	Name	Description	Required materials/equipment	Remarks/comments
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**	1. Talking about global and regional socio–economic trends shaping g the labour market. 2. Showing facts and figures concerning jobs and skills forecast. 3. 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	Share findings with the group. Follow up with questions and discussions.			
Note for the trainer	In the context of labour market trends and jobs of the future – preparing a written list of competences from which participants can choose when preparing CV scripts.			
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	Share findings with the group. Follow up with questions and discussions.			

Module III

Duration	Name	Description	Required materials/equipment	Remarks/comments
25 min	**Introduction to personal branding**	1. Trainer explains the concept of online and offline personal branding. 2. Tips and tricks for the setup of an impactful brand identity. 3. Add aspects of soft skills relating to the mental sphere, needed when looking for a job. 4. 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	After the participants share their impressions and reflections, share ethical principles, data protection and privacy legislation; In the context of soft skills – preparing a written list of skills from which participants can choose when preparing CV scripts; Consider to dedicate even more time to personal branding – a very interesting and important subject.			
25 min	**Shooting set**	1. Participants divide into groups. 2. Their task is to record a short self-presentation of one member as if they were recording a full CV video. 3. 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 for the participants	Divide into X groups. Your task is to record a short self-presentation video paying attention to your clothes, the setting around you, your voice and the video quality as a whole.			
Note for the trainer	Share with the group ALL the videos recorded, and after the projections, ask the participants about feelings/impressions/critical elements. Discuss the use of each aspect and its impact on the final perception of the output.			

Module IV

Duration	Name	Description	Required materials/equipment	Remarks/comments
40 min	**CV video preparation**	1. Starting from the Europass CV, the group identifies the contents to be included in the CV video and how to make it more impactful.	Paper, pen, laptop.	Pay attention to sensitive data protection, especially when working with particularly vulnerable groups(*).
Instructions for the participants	Your task is to prepare a CV video sample following the trainers' instructions.			
Note for the trainer	Specialist knowledge around employment trends would be needed by the trainers to support participants if they were to be given useful insights; (*)There needs to be adequate information presented on possible negative impacts of using social media and new media, especially during the Covid-19 pandemic. It will be important to highlight how these media outlets came to the forefront in most sectors, and how the use of video streaming for interviews is now commonplace. Workshop leaders have to be aware of issues surrounding vulnerable adults and distributing video CVs online. Stringent internet safety guidelines should be implemented and explained to participants as a precursor before all workshops.			
30	**CV Video editing simulation**	1. On their own computers, participants install the same editing software (e.g. DaVinci	Participants should bring their own computers with the selected software installed.	

		Resolve or Shortcut). 2. The trainer presents how to edit a video step by step, simultaneousl y showing how to use the software.		
Instructions for participants	Your task is to follow the actions of the trainer in the editing software on your own computers.			
Note for the trainer	This module requires you to be quite apt at using a selected editing software. Before the 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 to record a CV video sample following the trainers' instructions.			
Note for the trainer	*Providing equipment means that no one is disadvantaged because they don't have access to technology; Be prepared to support the participants in terms of shooting and editing (alternatively - provide a person experienced in this field).			
60	**CV Video editing**	3. On their own computers,	Participants should bring their own	

		participants upload the content prepared.	computers with the selected software installed.	
		4. Participants follow the trainers' instructions on their own computers about editing		
Instructions for participants	Your task is to follow the actions previously outlined by the trainer in the editing software on your own computers.			
Note for the trainer	This module requires you to be quite apt at using a selected editing software. Before the 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 VI

Duration	Name	Description	Required materials/equipment	Remarks/comments
20 min	**Evaluation**	Evaluation can be conducted basing on the VEP IO2 guidelines.	Depending on the selected method: paper 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. www.theguardian.com/careers/careers-blog/how-to-make-video-cv

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:
   i) 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;

- Enrol a facilitator (or more) holding both technical skills and soft ones, so to ensure a good harmonization of the group-work and facilitate the whole learning process.