PARTICIPATORY

VIDEO

TRAINING

VIDEO
IN EDUCATION
P R O C E S S

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

Training Curriculum

Participatory Video Training

Video in Education Process
Erasmus+ Strategic Partnership for Adult Education

The curriculum presented below is the basis for pilot projects to be conducted by the participants of C3 training session (16-20 September 2019, Reading, UK).

I Target group: Trainers

- 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

Group briefing:

Participants do not require any previous knowledge of using video equipment, the modules are designed to be used with participants with limited literacy or language skills.

Workshop leaders require full knowledge and competency in using video equipment, producing in-camera edited videos and in group working. Knowledge of video production concepts and experience is preferred.

Estimated size and type of group:

Recommended number of participants: 3 to 10 (ideally with 2 facilitators).
Group type: versatile, especially regarding gender, experience and age.

Notice:

This training module is for use by staff working with groups of adults with limited competences, it utilises games and exercises which do not rely on literacy skills or high levels of education; however, they work well with any level of competency. Before starting the workshops trainers should take time to consider how to accommodate different skill levels and competences in the workshop to ensure full participation of everyone. During the first session it's important to clarify what is acceptable behaviour and some of the principles of the workshop e.g., taking turns, not interrupting people etc.

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 engage them in the wider community. The methodology is a guide and practitioners should be prepared to be flexible and change or adapt the curriculum if necessary according to the needs of the participants. It's important that space is available for discussion of the exercises and that recommendations for supporting information relating to the workshops are made available if required.

All the activities are deliverable without needing to use an edit resource. It is assumed that none of the recorded material in workshops will be distributed outside the training unless explicitly discussed and agreed with the whole group.

II Learning outcomes:

1. Video making
2. Sharing ideas and creative working to plan short videos
3. Discussing themes and topics, presenting ideas
4. Improved critical awareness
5. Appearing on camera
6. Attitudes: Working together and raising awareness of community issues

III Workshop outline

Module	Duration	Activities	Goals	Remarks
I	75 mins	**Engagement**	Introduction and group activities. Group forming. Using Participatory Video techniques to engage participants. Introduces swapping roles and everyone appearing on camera.	This part can be modified depending on the needs and profile of the group or your work mode, etc. Gives group chance to get used to the situation.
II	75–100 mins	**Exploration**	Introduces in-camera editing techniques. Builds teamwork. Move out of the workshop room to explore environment.	
III	45 mins	**Expression**	Understanding of space in front of the camera. Working together to achieve aims. Sharing and developing ideas for films.	
IV	75–100	**Creative drama**	Storyboarding techniques. Planning creative video. Filming on location, developing acting skills, continuity planning and research.	

V	75 min	**Communicating ideas**	Choosing and developing topics to communicate personal ideas and those of other people.	
VI	75	**Screening/planning**	Review progress.

Discuss communication to external audiences. | Discussion about planning projects, risks, opportunities and ethics. |
| VII | 20 mins | **Evaluation** | Noting opinions and critical suggestions of participants in order to improve workshop scenarios. | Editing, consent, framing different audiences and outcomes. |

IV Detailed schedule of activities

Before the first session equipment should be set up by workers, after that at each session participants should help set up and pack away equipment.

Technical use of the equipment is taught experientially, as and when required do not demonstrate equipment. Trainers should not touch equipment except when unavoidable or specified in the activity plan.

TV monitor – should always be turned away from participants except when playing back the recorded activities to avoid distracting participants while recording and to avoid embarrassment.

Trainers must appear on screen in the first exercises to ensure they share the groups experience.

Activities marked * are taken from Shaw J and C Robertson (1997) *Participatory Video: A practical guide to using video creatively in group development work.*

Module I

Duration	Name	Description	Required materials/equipment	Remarks/comments
15 min	**Name game***	Ice breaker – about yourself.	Video equipment in standard half-circle set up with hand microphone and monitor.	Watching themselves on screen may prove to be a challenge for some participants. You have to support them and ease their discomfort if necessary.
Instructions for the participants	One person on the camera is supported in recording.
Everyone introduces themselves and says one thing about themselves.
Confident groups can be asked to repeat what previous people have said.			

Note for the trainer	Share embarrassment by appearing yourself. Ask people how they feel seeing themselves, everyone is in the picture together to share the experience.			
20 min	**Questions in a row***	Introduces the concept of enquiry.	Standard set up (As above).	
Instructions for the participants	Each person asks the person next to them a question and holds the microphone for them to reply. They then pass the microphone along the line so that everyone asks and answers a question.			
Note for the trainer	The first time this game is used it's typical for everyone to ask the same questions, when using it again make sure everyone has thought of their own question before starting. Make sure the camera operator sets up the shot with 2 people so that you can see both the person asking and answering the questions. After this game is a good time to discuss the ground rules: - Take turns swapping every role, for every new shot - Everyone uses the equipment - Everyone appears in front of the camera - No one is filmed without permission - Wait till everyone is ready and count in to start recording so everyone knows when the camera is running			
40 min	**Talk show***	Asking questions in small groups.	One group films another other group.	It's important not to rush this game. It's a chance for participants to discuss the issue and get used to working with each other in a creative way.
Instructions for the participants	Divide into groups of 3 (but 2 or 4 is OK depending on number in the group). Each group picks a topic and plans 2 or 3 questions. They can arrange themselves how they want, each person can ask a question or they can have a presenter. They can be themselves or act as fictional characters. Each group records in turn, with another group acting as crew.			
Note for the trainer	Tip – Introduce the need to ask 'open' not 'closed' questions (i.e., not 'Do you like?', which only gives one-word answers). Use 'why' type questions. With less able groups, trainers may need to intervene. Play back once all groups have recorded. Tip – Record a few seconds of black (back of the lens cap) to create a gap between each show when playing back. Make sure everything is played back even if it seems long – any attempt to shorten playback will be seen as a criticism of the work.			

Module II

Duration	Name	Description	Required materials/equipment	Remarks/comments
15 min	**Edit game***	Introduces in-camera editing.	Camera, tripod, chairs – enough for all participants to sit in a row.	
Instructions for the participants	All participants sit in a line. Camera is set up so everyone can be seen. Trainer counts in '3.2.1'. Camera is pressed to record, then count 5 seconds and then stop recording. One person leaves the shot, the rest remain seated. Repeat count in and recording and repeat process until only chairs are left.			
Note for the trainer	This game is simple yet very important for participants understanding of in-camera editing. For best effect, people shouldn't move during the game except when they leave the shot. Play back and discuss the process, how many 'shots' were there (number of people + chairs)? Discuss the 'jump cut effect'. Refer to its use in TV/films if appropriate.			
60-85 min	**Shot by shot documentary***	In-camera edited improvised sequence. Video making is not a classroom activity. Group will be moving about inside and outside.	Equipment with batteries (plus spares) for use in moving around. Appropriate microphones for recording interviews outside, headphones, monitor (to view material once completed).	First person decides on where to go and becomes director. Everyone given roles (camera, sound assistant, headphones, person counting in – floor manager, etc).
Instructions for the participants	Working as a team, each person takes turns to decide where to go and film and then presents – explaining why they choose that place. The group moves around as new locations are decided on. Keep going until everyone has chosen a location and presented. First person introduces the film, last person concludes it.			
Note for the trainer	Great way to explore training environment. Need a clear idea beforehand of where it's OK to film so you can support participants decisions. Support decision making that restricts the distance the team has to walk, possibly by setting up boundaries of where they can film/how far from the teaching room – but don't be too directive. It's important the exercise is completed and watched back in the same session.			

Module III

Duration	Name	Description	Required materials/equipment	Remarks/comments
15 min	**What's in the picture***	Ice breaker – spatial awareness game.	Standard half-circle set up.	There is no need to record this exercise. It's the activity that's important, not a recorded result
Instructions for the participants	The camera is set up pointing at part of the room with no one in the picture. You must then work together to get the specified number of parts of the body in shot e.g., 4 feet (note just the feet, not the leg as well). The camera is then moved and other suggestions are made, hands, noses, foreheads etc.			
Note for the trainer	Make sure the camera framing is suitable for the request – i.e., a camera pointing in the air can't have 6 feet easily in shot. Tip – This is one of the only games where it's useful for the worker to use the camera to set up the first shot. It's also one of the few games where the participants benefit from being able to see the monitor. Can repeat a version of the game to find out more about each other e.g., asking for everyone who likes chocolate, hates football etc. to stand in the picture. Can be used as an ice breaker.			
30 min	**Questions in a row on a theme***	Develops themes for planning.	Standard set up.	Can be used as many times as required at the start of sessions to aid planning and creative ideas, similar to mind mapping but on video.
Instructions for the participants	Whole group agrees a topic and plans questions. Remember to ask 'open questions'. Each person asks the person next to them a question and holds the microphone for them to reply. They then pass the microphone along the line so that everyone asks and answers a question.			
Note for the trainer	Same set up as in Module 1 but the group agrees on a topic beforehand and asks relevant questions.			

Module IV

Duration	Name	Description	Required materials/equipment	Remarks/comments
25 min	**Drama storyboarding***	Plan a drama, one shot at a time, as an improvised activity.	Marker pens, A4 sheets of white paper.	While drama can also be recorded as an improvised shot by shot sequence – this provides the best way to introduce storyboarding.
Instructions for the participants	Each person in turn draws a picture on a sheet of paper to build up a drama storyboard, the last person has to conclude the story.			
Note for the trainer	The worker draws first picture to get the story going e.g., a phone rings. Every few drawings, review the storyboard to remind the group of the developing narrative. Initially, each person draws one picture but afterwards collaborate to ensure the story works. Once completed the shots can be moved, taken away, combined or new ones added to make the story work.			
50–75 min	**Shot by shot drama***	Use storyboard to make in-camera edited film.	Equipment with batteries (plus spares) for use in moving around, appropriate microphones for recording outside, headphones, monitor (to view material once completed).	
Instructions for the participants	Use the storyboard created to make the film. What props are needed? Who is playing which role? What are the locations?			
Note for the trainer	Ensure everyone takes turns to stop more confident participants taking over.			

Module V

Duration	Name	Description	Required materials/equipment	Remarks/comments
25 min	**In-camera edited statements on a theme***	Make a short programme on a single theme.	Equipment with batteries (plus spares) for use in moving around, appropriate microphones for recording interviews outside, headphones, TV monitor (to view material once completed).	It's OK for the programme to include opposing views – in fact this often makes it better. A useful starting point for making longer videos on a subject.
Instructions for the participants	Every participant prepares a short statement on an agreed theme. The camera operator records the first person (who should introduce the theme) then roles are swapped around until everyone has recorded their statement. The last person should conclude the film.			
Note for the trainer	Ensure participants take account of what the previous person said to ensure the theme or topic is continually repeated by each presenter. Discuss ideas. Does it cover the theme? What else is needed?			
50 min	**In-camera interviews***	Participants answer questions by the interviewer on an agreed theme.	2 chairs, video equipment with batteries (plus spares) for use in moving around, appropriate microphones for recording interviews outside, headphones, TV monitor (to view material once completed).	These are the skills the group might need to progress in future to interviewing people outside the group.
Instructions for the participants	Think of a topic together and plan a series of questions. Similar approach to the previous exercise but this introduces how to do interviews. The interviewer sits by the camera with prepared questions and asks the first person a question. The camera is switched on and the interviewee answers. The camera is switched off. Roles swapped and the next person answers a question and so on until everyone has asked and answered a question.			
Note for the trainer	The group can all either answer the same question or a series of questions depending on the topic. The subject faces the camera, the interviewer sits next to the camera to maintain eye contact, this is the set up commonly used to interview people.			

Module VI

Duration	Name	Description	Required materials/equipment	Remarks/comments
50 min	**Screening**	Review the material recorded.	Video equipment and TV monitor or projector if available.	
Instructions for the participants	Review shot by shot films made and other activities as requested by the group.			
Note for the trainer	Review progress with group.			
25 min	**Next steps**	Discuss different types of videos.	Flip chart.	
Instructions for the participants	What type of video would you like to make? Suggest different formats, what they are used for and who is the audience for them? What challenges might you face making them?			
Note for the trainer	If the group is struggling with suggestions, help them think of their favourite programmes or what different shows appear on TV or the internet – group them into genres.			

Module VII

Duration	Name	Description	Required materials/equipment	Remarks/comments
Dependent on the research method – 20mins	**Video evaluation**	Evaluation can be conducted based on the VEP IO2 guidelines.	Video equipment or depending on the selected method: paper questionnaires, interview questionnaire, online survey.	Agree if the evaluation is confidential or that participants are happy to share. This module is undertaken at the end of a project and can be linked with any final module rather than as a separate session.
Instructions for the participants	Use the video skills learnt in previous sessions to record your thoughts and suggestions on the training you have received.			
Note for the trainer	Can be recorded as in-camera edited statements to support other evaluation techniques.			

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:

Ideally

- camcorders - as these have all the functions required if not
- photo cameras with video recording functions (not smartphones or tablets as this is a group activity)
- mains unit and batteries
- tripod
- microphones, hand microphones and basic lavaliere (tie clip) type microphones or more advanced variants
- headphones
- a TV monitor to which the camera can be connected
- connecting cables

Bibliography and other sources:

All sources on the topic might be useful, especially online guides such as tutorials about using a given type of equipment or software. Recommended authors and websites:

1. **Shaw J and C Robertson (1997)** *Participatory Video: A practical guide to using video creatively in group development work*, London, Routledge 287 pages

2. **Robertson C and J Shaw (2014) Collaborating at the process –product interface in film-making –** participatory approaches and the policy practice interface in T. Shahrokh and J. Wheeler (eds) *Knowledge from the Margins: An anthology from a global network on participatory practice and policy influence*, Brighton, IDS

3. **Shaw and Rothwell** *(1999) Shot by shot: a workbook about using video with people with learning difficulties*, Mental Health Media, UK

4. **Shaw, J. (2021). Extended participatory video processes**. In: Burns, D., Howard, J. and Ospina, S. (eds.) The SAGE Handbook of Participatory Research and Enquiry. London SAGE Publishing

General remarks

Division into separate Modules is not obligatory; the activities can be mixed if their original purpose is maintained, there are numerous variations and ways the activities can be adapted and reused with the same group to achieve different outcomes particularly when planning new projects.

Providing video training online?

Participatory Video techniques are by their nature group activities and do not easily transpose to being used online. Online is not a replacement for activities in person and it should not be seen as a like for like replacement. It changes the participants' experience and limits the positive outcomes for those taking part. There are some aspects of the programme that can be adapted however and a number of the exercises in this methodology can be modified for use in an online environment.
 When running online sessions, workshop leaders, practitioners and other partners need to be clear about setting different aims and considering the limitations of digital delivery.

There are a number of restrictions in undertaking work online that should be taken into account when planning online delivery, in particular, these include: –

- Its slower participants can get bored if it's not going at a pace that suits them.
- It's harder to judge how participants are doing.
- It's more difficult for participants to collaborate – many have difficulty taking part online.
- Sharing equipment and materials is not possible.
- It's more difficult to build teamwork and group cohesion.
- There are different rules for participation, it's harder to get people to participate freely.
- It's a more individualised experience, people are put on the spot – rather than sharing embarrassment it can become specific to them.
- Participants will have different skill levels and access to equipment so it can further highlight inequality and create division within the group.

To do before the session

- Choose the most suitable platform to conduct the workshop and inform the participants in advance. You can involve the participants in the choice, and/or explain to 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 an unstable internet connection, proposing alternatives and/or viable solutions.
- Prepare the participants in advance for the setting – which should be quiet, comfortable, tidy and well lit.
- Enrol a facilitator (or more) holding both technical skills and soft ones, so to ensure a good harmonization of the groupwork and facilitate the whole learning process.
- Make sure everyone has necessary materials before joining – pens and paper, access to filming equipment (e.g., smartphone, tablet etc.).

Suggestions for online adaptations of the methodology

Module 1 - online 30-45 minutes
Replace **Name game** with introductions followed by icebreaker games e.g., ask everyone to describe 'If I was an animal, what would I be and why?'

Questions - everyone thinks of a question to ask other people (facilitator will probably need to lead the game and to say who asks who a question in order to keep the exercise moving.

Talk show - use breakout rooms (2 or 3 people in each) to plan the talk show and then come back together to run it so everyone sees each other.

Modules 2 and 3 (combine into single sessions) - online 30-45 minutes
Replace **Edit game** with another icebreaker.
E.g., everyone selects an object from their room and explains why they choose it what it means to them or the story behind it.

Replace **Shot by shot documentary** with edited statements. Everyone plans one or two sentences about a particular subject. Everyone speaks in turn (facilitator could record it - with some platforms it's possible for the person talking to be on a larger screen, this may help).

Follow this with the questions in turns used in Module 1 but this time on a theme.

Module 4 - online 45-60min
Use an icebreaker to help the group get started e.g., show everyone a picture and ask everyone to create a very short story about it. Perhaps draw 3 pictures with the photo in the beginning middle or end. Everyone tells their stories - what are the differences/similarities? etc.

Storyboarding can then be introduced in a similar way to the in-person methodology, each person draws a single picture in turn, to build up a story. The difficulty will be making changes to the story as it's hard to see it as a unified project online.

Now they have an understanding of storyboarding and given that group filming is not possible get them to plan 3 shots that they can film using their phone. Storyboard it first (on paper) and discuss, then get everyone to make the film and play it back by holding the phone up to the camera. The idea here is for them to demonstrate they can translate their ideas from a paper storyboard to video. The quality of the video at this stage isn't significant.

If appropriate with more capable groups they could use an app such as "Flipgrid" which allows them to record and send a short video directly the to facilitator account. For some groups, this may be too much to undertake at this stage and it is not essential. If they want to they could send the videos to the facilitator to be viewed at the next session.

Module 5

Get the group to decide on a theme, then in pairs, interviews can be planned and recorded - how this is done is somewhat dependent on the platform used. The session could be recorded. Some of the same techniques are needed interviewing online as in-person e.g., open questions.

To reinforce working on content, each participant to storyboard a short video on a theme - say 5 shots. This can either be done after the session or started in the session and completed at home. They make the film themselves as an in-camera edited film and send it to the facilitator to be screened at the next session.

Modules 6 and 7 (combine into a single session)

Screen the short films. Everyone gives feedback one at a time.
Wider discussion followed by agreed evaluation.