USING EXISTING

SHORT VIDEO MATERIALS

IN EDUCATIONAL ACTIVITIES

VIDEO

IN EDUCATION
P R O C E S S

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

Training Curriculum

Using Existing Short Video Materials in Educational Activities

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 C4 training session (Gijón, November 2019).

I Target group:

- Educators (coaches, facilitators, teachers, trainers, etc.) working with adults
- Social workers, therapists, social actors, changemakers, social innovators
- All individuals interested in sharing any content in a video form

Group briefing:

Participants should be able to use computers on a medium level to learn how to use editing software.

Estimated size and type of the group:

Recommended number of participants: up to 12 people
Group type: versatile, especially regarding gender, experience and age

Notice:

The training is dedicated to people working with groups of adults with limited competences, rather than directly to such adult groups. It is designed to improve skills of the staff, which will upgrade the general level of the informal education services they offer. This, in turn, will improve the competences of adults with limited skills they train.

II Learning outcomes:

1. Knowledge:
   - learning about successful best practices regarding the use of video as an educational tool
   - learning some basics concepts concerning Stop Motion
   - learning some basics concepts regarding the Powtoon software
2. Skills:
   - learning how to make videos for educational purposes
   - learning how to implement the Stop Motion technique
   - learning how to use free video-editing software
   - learning how to use the Powtoon software
   - boosting creativity as an important ability both in the educational field and in the audiovisual one
3. Attitudes:
   - promoting eagerness to use modern technologies and new approaches to adult education
   - raising awareness concerning disabilities and visual impairment

III Workshop outline

Module	Duration	Activities	Goals	Remarks
I	30 min	Introduction, presentation and ice-breaking games.	Introduction to the workshop. Getting to know each other. Creating a positive atmosphere. Formulate training's expectations.	
II	120 min	Best practices session.	Discovering best practices regarding the use of video as an educational tool.	
III	315 min	Stop Motion Workshop.	Discovering the Stop Motion technique. Presenting features of free editing software. Learning basic functions of editing software. Highlighting the need for cooperation and focus during video recording. Co-learning. Providing and receiving feedback during the video display.	It is important to have some consumable items/school supplies such as: plasticine, markers, cardboard, paper, scissors, glue. The workshop can be developed with smartphones but tripods are required.
IV	50 min	Ted talks: Education needs to be changed.	Raising awareness about the need to innovate within the educational system.	
V	100 min	Powtoon Workshop.	Discovering a new resource to create video. Learning how to use basic functions of the programme. Providing and receiving feedback during the video display.	It is necessary to create an account so participants need an email to be able to do it.
VI	120 min	Raising awareness activity.	Raising awareness about visual impaired. Pointing out the need for adaptation of visual materials for people with visual impairment.	Eye masks were used to simulate different kinds of visual impairment.

VII	30 min	Evaluation.	Feelings, opinions and critical suggestions of participants in order to improve the training scenario.	

IV Detailed schedule of activities

Module I

Duration	Name	Description	Required materials/equipment	Remarks/comments
5 min	**Introduction**	Presentation of the trainer and short presentation of the training schedule (programme and contents).	Projector.	Participants were given a printed version of the schedule.
Instructions for the participants				
15 min	**Ice-breaker game The gran bazar**	Ice-breaker game to create a positive atmosphere.	Chairs.	To ensure in advance that the whole group can develop the activity.
Instruction for the participants	People were asked to sit down and create a circle. One by one, the whole group had to say the same sentences as the facilitator while also doing the same movements. The sentences used were the following ones: Yesterday I went to The Gran Bazar and I bought a fan (while moving the right hand as a fan). Yesterday I went to The Gran Bazar and I bought some scissors (while imitating to be cutting with the left hand). Yesterday I went to The Gran Bazar and I bought a rocking chair (while swinging). Yesterday I went to The Gran Bazar and I bought a cuckoo clock (while saying cuckoo).			
Note for the trainer	Ask the participants to sit down if they are not already and make a circle.			
10 min	**Presentation game (Name and favourite film)**	Presentation game to let participants introduce themselves.		
Instruction for the participants	One by one, participants have to introduce themselves saying not only their names but also their favourite film.			
Note for the trainer	If you want to go deeper into knowing the group, you can make the participants explain why they have chosen that film.			

Module II

Duration	Name	Description	Required materials/equipment	Remarks/comments
10 min	**Energizer "Clapping"**	Ice-breaker game to create a positive atmosphere.	A table and some chairs (one per each participant).	
Instructions for the participants	The group was asked to create a circle around a table. Each person had to put their right arm over the left arm of the person on their right, being sure that their left arm was under the right arm of the person on their left. The facilitator started the beat (clapping the table) and one by one all the people in the circle had to follow it (clapping the table too). If someone clapped twice (instead of once), that meant that the sound changed direction. If someone failed, that means that they "lost" their hand (the one used when failing).			
Note for the trainer	It is important to promote an active participation otherwise it can take too long.			
110 min	**Best practices session**	Theory session on different best practices used with several educational aims.		It is important to have: – Projector – Laptop – Speakers
Instructions for the participants	Watch the videos and pay attention to the following elements: 1. Key goals 2. Video technique used 3. People involved/creators 4. Target groups			
Note for the trainer	The videos played, were the following ones: LIPDUB NA SWITZERLAND (4 MIN.) https://www.youtube.com/watch?v=x9KbB9TSdtk&t=99s THE STORY OF STUFF PROJECT (20 MIN.) https://storyofstuff.org/movies/story-of-stuff/ AHORA O NUNCA –NOW or NEVER (6 MIN.) https://www.youtube.com/watch?v=l5WfWmVLx5M DO YOU DARE TO DREAM (7'34 MIN.) INKNOWACTION https://www.youtube.com/watch?v=HhFxQlDPjaY https://mattihemmi.com/en/videos-2/ CUERDAS-STRINGS (11 MIN.)			

Module III

Duration	Name	Description	Required materials/equipment	Remarks/comments
10 min	**Energizer Toma tomate tómalo**	Ice-breaker game to create a positive atmosphere.		It can be done sitting or standing.
Instructions for the participants		Participants were asked to create a circle and learn a song: *toma tomate, tómalo, ia ia oh plof, toma tomate, tómalo, ia ia oh plof. Pasa el tren por la estación y grita...Plof!* Once they knew the song, the game started. They had to put their right hand over the left hand of the person on their right, being sure that their left hand was under the right hand of the person on their left. One by one they had to clap on the other's hand but trying to avoid the clap during the last "plof".		
Note for the trainer		As most of the people cannot understand the lyrics, it is important to underline that you have to avoid the third *plof.*		
315 min	**Stop Motion workshop**	1. Introduction to the technique and viewing of some examples. 2. Dividing participants into 3 groups 3. Trainer shows the groups the aspects to work on: idea, plot and materials. 4. Get into the Stop Motion technique: Taking pictures, select a soundtrack. 5. The trainer presents how to edit a video step	- Smartphones - Tripods - Projector - Computers (one per each group and one for the trainer) - Speakers	Participants used their smartphones as cameras. 3 tripods were also needed (one per each group). Install the editing software in all the computers before starting the workshop.

		by step, showing how to use the software. 6. Video editing. 7. Video viewing.		
Instructions for the participants	Divide into groups of 4 people. Decide the idea, the plot and the materials to be used. Take cameras and tripods. Get familiar with the technique. Start the creation process: decide on the idea and the plot, choose the materials, take pictures and select the song. Editing process. Stop Motion videos viewing. After the viewing, ask the participants about their feelings/impressions/emotions.			
Note for the trainer	It is really important to ensure that the editing software is free and easy to be used. We used VSDC Free Video Editor but it was not so easy to get acquainted with it and it caused several problems to all the groups, so we recommend using DaVinci Resolve, Shotcut or some other free editing software. Let the groups be creative and self-sufficient but support them if they ask for your help. If you decide that participants can use smartphones or tablets (whether you provide them or not), you can use free apps such as YouCut. If this task is carried out online, you can use breakout rooms for the subgroups. You can ask participants to think of an idea that has as many scenes as people on the team, so each of them will be in charge of taking the pictures and making an individual video as part of a whole. After this, someone in the group has to put together all the scenes to create the final video. To watch all the videos, all participants will go back to the main video conference room and will share their videos.			

Module IV

Duration	Name	Description	Required materials/equipment	Remarks/comments
10 min	**Energizer The director of the orchestra**	Ice-breaker game to create a positive atmosphere.		
Instructions for the participants	The facilitator asked for a volunteer and the one selected was requested to leave the room. Once the volunteer was out of the room, the rest of the group created a circle and chose a leader (the director of the orchestra). They all had to create a rhythm and the volunteer had to discover who is the director (the director is the one responsible for deciding the different rhythms and when to change them).			
Note for the trainer				

50 min	**Ted talks: Education needs to be changed**	Ted is a platform for sharing ideas about different topics.	- A Projector - Speakers - A computer	
Instructions for the participants	- Watching the video and trying to reflect about the contents addresses. - Showing their feelings, opinions and comments after the viewing.			
Note for the trainer	- Explain the TED organization in case needed and how it uses talks and video (recorded talks) to spread ideas around the world, trying to have an impact on society through a better understanding of social factors that influence our lives. https://www.ted.com/about/our-organization - Make sure that the expected conclusions about education are clear enough after the viewing. The Ted talks used were the following: *How to escape education´s death valley* https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley#t-1605 *Do schools kill creativity?* https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity			

Module V

Duration	Name	Description	Required materials/equipment	Remarks/comments
100 min	**Powtoon Workshop**	1. Introduction to the technique and tutorial about how to use the software. 2. Dividing participants into 3 groups. 3. Trainer shows the groups the aspects to work on: idea, plot and the resources. 4. Video creation in groups. 5. Video viewing.	– A computer for the trainer – A projector – Speakers – Computers for participants – The PowToon software (free version to make it accessible for everybody).	They continue working in the same groups created for the Stop Motion workshop. If the delivery is online participants may work individually. To create a Powtoon account an email is required so it is important to take this into consideration.
Instructions for the participants	- Create a Powtoon account. - Get familiar with the software. - Choose a template as a base to create the video.			

Note for the trainer	The video used to introduce the technique was the following: https://www.youtube.com/watch?v=-TA_ufszVe8 Regarding the tutorial used, it is the one that follows: https://www.youtube.com/watch?v=bRq05MasiFk Let the groups be creative and self-sufficient but support them if they ask for your help.

Module VI

Duration	Name	Description	Required materials/equipment	Remarks/comments
120 min	**Raising awareness activity**	This activity was developed in order to make participants reflect about how video can also be an excluding resource if it is not well adapted to diversity. 1. 'Man' video viewing, with masks. 2. Discussion about feelings, impressions, etc. after the viewing. 3. 'Man' video viewing, without masks. 4. Conclusion on the importance of promoting accessible educational resources.	– A computer – A projector – Speakers – Masks simulating different levels of visual impairment.	The masks can be purchased or handmade.
Instructions for the participants	You are given a mask that you have to wear while watching a video (https://www.youtube.com/watch?v=WfGMYdalClU). After the viewing, some participants with different levels of visual impairment were asked about the video and its message, and they had to explain what they got from it. A second viewing was developed, concluding with the importance of considering diversity when planning using video as an educational tool.			
Note for the trainer	The activity aims to raise awareness about diversity and so it is suggested not to give participants too much information about its aim before developing it. Start a discussion after the second viewing.			

Module VII

Duration	Name	Description	Required materials/equipment	Remarks/comments
30 min	**Evaluation**	Prestome/ Disgustome activity.		Prestome/ Disgustome are asturian words meaning likes/dislikes
Instructions for the participants	One by one they have to say something they liked about the training and something they didn't like (something to improve, suggestions, etc.).			
Note for the trainer	After the evaluation activity, the certificates were delivered.			

Materials:

To organize the workshops, some equipment is required. As professional equipment might be too expensive and out of reach for educators and their organizations, any basic equipment is considered to be enough to have good results/outputs:
- Smartphones (to be used as cameras) or photo cameras. They are used for taking pictures not to record video.
- Tripods (both for photo cameras or smartphones).
- computers with video-editing options (with editing software such as DaVinci Resolve, iMovie or Avidemux).
- A projector, to view all the videos created.

- Speakers

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. A. Rogers. *Teaching adults*. 2002
2. Using Educational Video in the Classroom: Theory, Research and Practice.
3. https://www.safarimontage.com/pdfs/training/UsingEducationalVideoInTheClassroom.pdf
4. Video as a new teaching tool to increase student motivation https://www.researchgate.net/publication/224238642_Video_as_a_new_teaching_tool_to_increase_student_motivation
5. Free-choice teaching: how YouTube presents a new kind of teacher. http://reec.uvigo.es/volumenes/volumen17/REEC_17_1_9_ex1217.pdf
6. Digital Storytelling: A Tool for Teaching and Learning in the YouTube Generation. https://files.eric.ed.gov/fulltext/EJ934075.pdf

General remarks

- If in Module III (Stop Motion) participants are expected to use their personal smartphones, they have to be asked to be sure that they all agree. Likewise, in Module V, participants need an email to create a Powtoon account so it is recommended to use the email address of the organization.

- The division into separate Modules is not obligatory. The activities can be mixed if their original purpose is maintained;

- The training programme includes many ice-breaker activities and energisers. However, the trainer is free to not doing all of them if it seems unnecessary (ie. There is already a good, friendly atmosphere; some modules have been joined, etc.)

- if in some Modules participants are expected or want to use their personal computers and smartphones/tablets, 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 to allow participants to experiment more and develop more complex ideas. It can also be replicated periodically;

Online Delivery

This training curriculum can be adapted to online delivery, whether it is to comply with COVID-19 regulations or to extend the geographical reach of the training. The following are some considerations to take into account when adopting an online methodology:

- Familiarise yourself with different online tools that will help you make your training more interactive: Jamboard, Miro, Mentimeter, Kahoot, Slido ...

- Send an email to all participants before the training starts. In this email, you should present the training, as well as all the tools that will be used and the software that they should install/create an account before the training.

- You will have to use different energizers and ice-breakers. Some suggestions are:

- <u>How are we doing?</u>: Use Slido, everybody can share how they feel at the beginning of each day (happy? eager? sleepy?). This can also be used to gather quick reflections.
- <u>That's me</u>: Use Jamboard and ask all participants to upload a picture of something/a film that represents them (they cannot appear in the photo). In turns, let each participant try to guess who may have uploaded one of the pictures. Nobody can know the right answers until everybody has guessed. After this, each participant will explain why he or she chose that image.
- <u>What's changed?</u>: Ask participants to turn on their cameras and look at the rest of participants. After this, you will ask them to turn their cameras off for 2 minutes and change something about their outfit/surroundings. When the time is up, participants have to guess what the rest have changed.
- <u>Treasure hunt</u>: Give participants 2 minutes to find three objects. You should specify how these objects should be (one yellow thing, one fluffy thing, and one thing related to a memory, for example). After this, all participants will present their objects in turns and, at the end, they will choose who is the winner in each category.
- <u>Creating a blind storyboard</u>: Open a new Jamboard and tell each participant to go to a specific page (so there is only one participant in each page). They cannot look at what others are doing. Present the characters that will be involved in the action and the surroundings. Tell participants to draw a scene with that information, taking into account that the characters could be doing whatever they wanted. When they finish, share the screen and go to the first slide: ask the participant who drew it to start the story, then move to the second slide and let the person who drew it continue the story, and so on.

- Make use of breakout rooms to allow participants to work in smaller groups.

- Make breaks more frequently, as online training is tiring.

- Pay special attention to participants' needs: online delivery in itself may be a challenge for some learners, so the trainer should be ready to solve doubts regarding the content of the training as well as technical issues regarding the videoconference application, installing software, using different tools, converting files...

- Working in teams in practical tasks such as the ones covered by this training may be challenging to do online. We recommend keeping the Slow Motion session in teams, as each participant can create a part of the group's final video. Regarding the Powtoon session, one participant in each group can be in charge of "managing the app" and share the screen while the rest watch and suggest, but we recommend turning this activity into individual work. However, participants can stay in the breakout rooms to ask others for advice, help or suggestions.