



CREATING VIDEOS

FOR

EDUCATIONAL PURPOSES

# VIDEO

## IN EDUCATION PROCESS

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

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# *Training Curriculum*

*Creating Videos for Educational Purposes*

## **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 C1 training session (Warsaw, 1-5 April 2019).

### **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

### **Group briefing:**

Participants should be able to use computers at a medium level to learn how to use editing software. Aptitude at using video equipment is welcome, but not required.

### **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, that 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 possible applications of video in adult education
  - learning the basics of andragogy
2. Skills:
  - learning how to make videos for educational purposes
  - designing educational processes that would comply with learner's experience
  - learning how to use various types of audio-visual equipment
  - learning how to use free video-editing software
3. Attitudes:
  - promoting eagerness to use modern technologies and new approaches to adult education

### III Workshop outline

Module	Duration	Activities	Goals	Remarks
I	45 min	Introduction, ice-breaking, establishing rules.	Introduction to the workshop, organisational matters, getting acquainted with participants and discussing their expectations, the contract.	This part can be modified, depending on the needs and profile of the group or your work mode, etc.
Breaks	To be set	Depending on the intensity of the programme (number of workshop hours per day), breaks are to be tailored to the needs of the participants. There is no single rule, breaks can also have different functions (socializing, networking, relaxing, energizing, etc.). Our experience shows that during initial hours of work breaks can be shorter (10 - 15 minutes) and taken less often (every 1.5h - 2h). You should definitely plan, at least, one 1-hour break for a meal (in a full-day training), after which it's good to start with an energizer. There are many aspects to consider with breaks but above all, consider the needs of the participants (and their diversity - culture really matters!). For example, snacks like nuts stimulate the brain well, while some dishes may be difficult to accept by participants for religious, worldview or economic reasons. You can offer voluntary activities during breaks (e.g. relaxation sessions, games, cooking together), you can also take an approach that we like the most at Cotopaxi - that breaks should be left to the participants to plan - they will know how to use them.		
II	90 min	Basics of using video cameras and making first recordings. Optional: explanation of Kolb's cycle on the example of learning how to use video cameras.	Learning basic functions of video recording. Discovering similarities and differences among various types of equipment. Building group work skills. Co-learning.	If you wish to introduce the basics of andragogy, you can use this activity to explain the model of adult education based on Kolb's cycle.
III	100 min	Audio equipment and the importance of sound quality.	Learning how to use basic sound equipment. Raising awareness of the importance of sound quality. Highlighting the need for cooperation and focus during video recording. References to adult education and knowledge component.	
IV	120 min	Basics of video editing.	Presenting features of free editing software. Learning basic image, sound and music editing skills.	Optional: swap modules IV and V to first shoot video and then present the basics of editing. An advantage of this approach will be

			Stressing the importance of individual experience in adult education.	such that the knowledge acquired from the editing module will be used immediately, though when shooting the video it's good to know the basics of editing, for example how to combine shots or production possibilities.
V	120 min	Preparing, recording and editing your own short video.	Pointing out the need for practical use of acquired knowledge and skills in adult education. Strengthening cooperation during individual recordings. Providing and receiving feedback during the analysis of the recorded material.	
VI	10 – 30 min	Evaluation.	Noting opinions and critical suggestions of participants in order to improve workshop scenario for using video forms in adult education.	

#### IV Detailed schedule of activities

##### Module I

Duration	Name	Description	Required materials/equipment	Remarks/comments
7 min	<b>Introduction</b>	About yourself, your organisation.	Name tags, if participants do not know one another.	
Instructions for the participants				
15 min	<b>Ice-breaker (e.g. paper roll)</b>	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 the 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, to not to suggest how much the others should take. During each presentation, try to create a relaxed atmosphere and thank each participant. At the end, you may connect this ice-breaker with film making, by comparing the paper roll to celluloid tape. You may also point out that the task contained an element of the unknown: one of the key tools to keep film viewers interested.			
8 min	<b>Workshop goals</b>	Presentation of workshop goals. Pinpointing its pilot role. Stressing the importance of feedback.	A presentation, a computer, speakers, a projector, an extension cable.	
5 min	<b>Expectations</b>	Noting the expectations of participants.	Can be noted on a flipchart.	
5 min	<b>Schedule</b>	Short presentation of the schedule.	Presentation; optional: a printed version of the schedule for everyone.	
5 min	<b>Rules</b>	Establishing basic rules to ensure effective work.	Can be noted on a flipchart.	

## Module II

Duration	Name	Description	Required materials/equipment	Remarks/comments
40 min	<b>Exploring camera in subgroups</b>	<ol style="list-style-type: none"> <li>1. Dividing participants into 3-4 groups (depending on their number and available equipment).</li> <li>2. Testing features of video camera in groups.</li> <li>3. Explaining how to use given equipment to all participants.</li> </ol>	Depending on the number of groups, the same number of video cameras is required (the same number of tripods is also recommended).	It is important to have various types of equipment: you can use smartphones, handycams, cameras with video recording option, DSLR, portable reporter cameras, professional cameras.
Instructions for the participants	Divide into X groups by counting to X one by one. Each group is going to get a different type of video equipment. Your task is to discover how to record images with it. Then share your findings with other groups. To make it easier, follow the in-depth questions on how to: <ul style="list-style-type: none"> <li>• switch on the camera?</li> <li>• set up a tripod?</li> </ul>			

	<ul style="list-style-type: none"> <li>• install the equipment on the tripod?</li> <li>• zoom-in and zoom-out of the frame?</li> <li>• record and play back the material?</li> </ul>			
Note for the trainer	<p>Participants should have enough time to test the equipment. Do not instruct or help them. It is vital that the participants learn the basics of using cameras on their own, by answering the above questions. After the work in groups is finished, ask the participants about their feelings/impressions/emotions (it is especially important if you decide to do the extended version of the workshop and use the tasks to present Kolb's cycle). The participants may also ask technical questions about the equipment. After that, ask each group to demonstrate how to use their assigned piece of equipment.</p>			
50 min	<p><b>Recording one another in small groups</b></p>	<ol style="list-style-type: none"> <li>1. Participants divide into small groups.</li> <li>2. They use the acquired knowledge about the equipment in practice by recording one another.</li> <li>3. Each group previews the recorded material.</li> <li>4. Participants summarize basic knowledge about video recording.</li> </ol>	<p>Equipment as in the previous exercise. A TV set or a projector is required to view the recorded material.</p>	<p>Watching themselves on screen may prove to be a challenge for some participants. You have to support them and ease their discomfort, if necessary.</p>
Instructions for the participants	<p>Divide into X groups once again. Your task is to record each person in the group for a short period of time. Form, place, theme, textual content – they all depend on you. The key thing is that each and every one of you appears in front of the camera and records a scene.</p>			
Note for the trainer	<p>Before viewing the material after recordings are completed, you should ask about feelings/impressions/emotions, accordingly with Kolb's cycle. This is not simply taking some established method and applying it thoughtlessly in a one-to-one manner. The most important thing should be sincere attention, focus and support for the participants before watching their recorded materials - it can be a difficult moment, the participants are probably not used to watching themselves on screen and most often react with confusion, embarrassment or self-criticism. The moment before and the moment after watching should be treated with special attention and subtlety (most of the time, support for people who experience their recordings more intensely will come from the group and this is also a significant signal in the context of the so-called group process. However, you should have various instruments up your sleeve - questions, non-verbal communication, gestures and words of encouragement; humour and showing how you handle your own difficulties can also be useful). After the screening, you can moderate the discussion by asking the following:</p> <ul style="list-style-type: none"> <li>- how do you like your recorded self?</li> <li>- what was difficult for you?</li> <li>- what was easy?</li> </ul>			

	<ul style="list-style-type: none"> <li>- what can you say about the sound in the recordings?</li> <li>- how do you like the camera shots recorded?</li> <li>- what do you pay attention to as a viewer?</li> </ul> <p>Answers to these questions will connect this exercise with basic issues of video making (using camera shots, shots angles, tips). You may additionally use the content of slides 18-20 of the attached presentation.</p>			
25 min	(optional) <b>Kolb's cycle</b>	<ol style="list-style-type: none"> <li>1. Participants are asked to reconstruct the tasks from Module II.</li> <li>2. Trainer describes the practical application of Kolb's cycle.</li> <li>3. Group discussion.</li> </ol>	Comments are noted on a flipchart, a poster/slide presenting Kolb's cycle.	Optional, yet important component. It presents D. Kolb's theory of experiential model of learning, one of the methods for adult education based on modern andragogy.
Instructions for the participants	Tell me what happened during the tasks. Describe it in chronological order.			
Note for the trainer	<p>Note the comments of the participants on a flipchart. Then present Kolb's cycle (slide 13, more resources in Bibliography section) and ask the group to match the components of the tasks to the stages of the cycle. Moderate the discussion by asking the following:</p> <ul style="list-style-type: none"> <li>- what worked better for you: learning how to use the equipment by only listening to people from other groups, or when you tested the equipment yourself? (pinpointing the value of personal experience)</li> <li>- what do you think about this model?</li> <li>- do you agree with it? Is there something you find questionable?</li> <li>- have you ever used that model, consciously or not? Do you know other theories of this type that you apply for your educational activities?</li> </ul>			

### Module III

Duration	Name	Description	Required materials/equipment	Remarks/comments
60 min	<b>Exploring sound equipment</b>	<ol style="list-style-type: none"> <li>1. Dividing participants into 3-4 groups (depending on their number and available equipment).</li> <li>2. Trainer shows the groups how to use the equipment.</li> <li>3. After a time, groups switch</li> </ol>	<p>Equipment used in the previous exercises.</p> <p>All available sound equipment, such as:</p> <ul style="list-style-type: none"> <li>- digital recorders,</li> <li>- microphones (for the start: cheap lavalier type),</li> <li>- headphones.</li> </ul> <p>More advanced equipment:</p> <ul style="list-style-type: none"> <li>- boom pole,</li> </ul>	

		places to test different types of recording equipment. 4. Explaining theory discussion	- directional microphones (shotgun type).	
Instructions for the participants	Divide into X groups by counting to X one by one. Take cameras and tripods. Every group is going to get different audio equipment. Test it: how does it work? What is the difference in sound quality when you use external audio equipment and when you have in-built microphones only? What distance should you be when recording speech and sounds? What happens when you touch the microphone?			
Note for the trainer	This time, unlike with video recording equipment, you show each group how to use the equipment, not let them test it on their own. During the discussion, you may ask which of the learning methods was more effective for them. For example, learning about the equipment, or practising using the equipment once they'd been shown what to do. It is a good opportunity for a methodological debate on adult learning and the knowledge component in Kolb's cycle (optional). For the conclusion, after the participants share their impressions and reflections, talk about basic rules for sound recording (slide 22).			
40 min	<b>Sounds of adult education</b>	<ol style="list-style-type: none"> <li>Participants divide into groups, preferably different from before.</li> <li>Their task is to record a sound that can be associated with adult education, but without showing its source on screen (camera lens covered).</li> <li>All listen to the sounds and try to guess what caused them.</li> <li>Discussion about practical side of sound recording.</li> </ol>	Equipment used before, speakers (if you use a projector instead of a TV to view the material).	Gamification: an element of competitiveness, game mechanisms (guessing game).
Instructions for the participants	Divide into X groups. Your task is to record a sound (or sounds) you associate with your work with adult groups. Attention! Leave camera lens covered, so that we don't see anything, but hear the sound only. The others have to guess what sound it is.			

Note for the trainer	Ask about feelings/impressions/emotions. Discuss the use of each piece of sound recording equipment and rules presented in the last exercise (the role of silence, clarity of sound, distance between microphone and source of sound, etc.).
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#### Module IV

Duration	Name	Description	Required materials/equipment	Remarks/comments
120 min	<b>Editing</b>	<ol style="list-style-type: none"> <li>1. Trainer prepares materials needed for editing a very short video (one shot, e.g. a speech with insert shots).</li> <li>2. On their own computers (depending on the availability of equipment, e.g. two sharing one set), participants install the same editing software and upload the content prepared by the trainer.</li> <li>3. The trainer presents how to edit a video, step by step, while showing how to use the software; participants follow his/her instructions on their own computers.</li> </ol>	<p>A computer for the trainer, a projector, speakers.</p> <p>Computers for participants, headphones, power strips, extension cables.</p> <p>Selected software, preferably available for free to make it accessible for everybody (e.g. DaVinci Resolve, Blender, Microsoft Movie Maker, iMovie).</p>	<p>Video material for this task (e.g. a speech with insert shots) has to be prepared beforehand.</p> <p>Participants should bring their own computers with the selected software installed.</p>
Instructions for the participants	Your task is to follow the actions of the trainer in the editing software on your own computers.			
Note for the trainer	<p>This module requires you to be quite adept at using the 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.</p> <p>If you have trouble assembling enough computers, you can focus on presenting how to use the software (not recommended).</p> <p>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.</p>			

#### Module V

Duration	Name	Description	Required materials/equipment	Remarks/comments
120 min	<b>Making and editing your own film on education</b>	<ol style="list-style-type: none"> <li>1. Depending on their number, participants work in groups of 3-4.</li> </ol>	All equipment used before.	

		<p>2. Their task is to record and edit a short video (up to 60s), based on the acquired knowledge and skills.</p> <p>3. Participants edit the videos on their own.</p> <p>4. All watch the videos.</p> <p>5. Discussion about their film-making experience and newly acquired competences.</p>		
Instructions for the participants	<p>Form small groups. Think about an idea for your video and prepare a draft script. Ideally, your video should be useful for your work, or it should at least be connected with it (e.g. short instructions, tutorials, video guides, video illustrations, etc.) At the initial stages of the production, please think about the following:</p> <ul style="list-style-type: none"> <li>- who is the video addressed to?</li> <li>- what is its purpose?</li> <li>- how are you going to use it?</li> <li>- have we got the skills and equipment necessary to make it? (remember the rule: less means more!).</li> </ul>			
Note for the trainer	<p>Do not interfere, but support the groups if they ask for your help. Before they begin to work, remind them that the video should be short, simple and useful for their work. Before viewing their films, ask about their feelings/impressions/emotions again. You can also explain how to give proper feedback (e.g. by using the sandwich model or SBI), underlining that their productions are an exercise. After watching the films, give your own feedback and show appreciation for the efforts of each and every participant. Discuss the knowledge and skills acquired by the participants during each exercise and the entire workshop.</p> <p>It is recommended to expand the discussion by applying knowledge related to working with different groups with limited capabilities - what are the challenges, opportunities and adaptation needs, plus what to focus on in individual exercises and in the entire workshop in order to make it useful for the participants?</p> <p>Optional: talk about Kolb's cycle and the role of the final exercise, which tests all of their new skills. Analyse the workshop in the context of Kolb's cycle.</p>			

### Module VI

Duration	Name	Description	Required materials/equipment	Remarks/comments
Dependent on the research method	<b>Evaluation</b>	Evaluation can be conducted basing on the VEP IO2 guidelines.	Depending on the selected method: paper questionnaires, interview	

			questionnaire, online survey.	
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### 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 fluid 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, Microsoft Movie Maker, iMovie)

### 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. J. Shaw, C. Robertson, *Participatory Video: A practical guide to using video creatively in group development work*, 1997
2. J. Ball, R. Carman, M. Gottshalk, R. Harrington, *From still to motion: A photographer's guide to creating video with your DSLR*, 2010
3. T. Lanier, C. Nichols, *Filmmaking for Teens: Pulling off your shorts*, 2005
4. <https://www.witness.org/resources/>
5. <https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>
6. M.S. Knowles, E.F. Holton III, R.A. Swanson, *The Adult Learner*, 2005

### General remarks

- division into separate Modules is not obligatory, the activities can be mixed if their original purpose is maintained.
- if in Module IV (editing) participants are expected to use their personal computers, they have to be asked to bring the equipment with proper editing software beforehand.

## Online workshop

### To do before the session

- Choose the most suitable platform to conduct the workshop and inform the participants in advance. If possible, you can involve the participants in the choice, and/or explain to them the advantages that using one or other platform entails. This is also a learning opportunity;
- Make the participants' accessibility to the chosen platforms as easy as possible (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 equipment ready to download the software needed etc. (think about developing tutorials or draft step-by-step documents);
- 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;
- Send learning materials deemed useful in advance;
- Enrol a facilitator (or more) holding both technical and soft skills, to ensure a good harmonization of the group-work and to facilitate the whole learning process.

The workshop is designed to be carried out in person, however, due to the restrictions caused by Covid-19, the instructions for online implementation will be presented below.

#### Module I:

- to present content you can use screen sharing on your distance education platform of choice (ie. Zoom, Google Meet, MS Teams) - you can show your desktop as well as presentations, video, websites, etc.,
- funny questions prepared in advance may serve as an ice-breaker - one after another the participants choose a number which corresponds to a question from a list, then the question is read by the facilitator,
- Mentimeter (<https://www.mentimeter.com>) can be used to collect opinions and needs while maintaining anonymity.

#### Module II:

- most of the distance education platforms have an option of dividing a group into rooms ("breakout rooms" in Zoom) - you can ask the participants to show to each other, in groups of two/three, what equipment they will record on, what are the basics of its operation, and have them answer questions. In case of difficulties, the other participants can support with advice.
- after working in groups, you can clarify any doubts, answer questions and, above all, introduce the issues of learning through experience and the Kolb cycle.
- when recording materials (in online mode only individually), you can prepare a topic in advance or agree on one with the group and suggest making use of Flipgrid (<https://flipgrid.com>) which allows you to record, easily edit and send videos directly to the facilitator's account, and then watch them together.

#### Module III:

- participants are not expected to have access to professional sound recording equipment. But it is also an opportunity to discuss (perhaps as in Module II) what equipment can be used to record on at home



(computer microphones, dictaphones, recorders, smartphones) and what are the rules of recording good audio (quiet rooms, possibly with no reverberation, echoes, sounds from outside, etc.)

- the exercise with recording sounds can be carried out in a similar way as in Module II - in case of recording with mobile phones, however, cover the lens so that the sound remains a mystery.

Module IV:

- using screen sharing, you can present the basics of video editing - suggested sequence: the trainer explains a part of the process (e.g. adding material to the timeline, trimming), then the participants do the same on their computers and in case of difficulties they can share their screen to verify the problem.

Module V:

- participants can record material and edit it. It is important that the trainer is available in case of questions or difficulties.

- At the end, all videos are watched together (again through the screen sharing option) along with discussion, summary and evaluation - which can also be carried out using online tools such as Survey Monkey: (<https://www.surveymonkey.com>).

