Erasmus+   EACEA

Grant Agreement no.: 2016 – 3203 / 001 - 001

Project Number – 575425–EPP-1-2016-1-UK-EPPKA2-SSA

Live Skills

Start date of the project: 01/12/2016

Duration: 36 months

Designing the core content of the curricula (M9-M17)

Arts Management

D3.6 Trainers' manual

………………

Dissemination level	
Restricted to other programme participants (including Commission services and project reviewers.	
Version control	Date
Version 0.0	……….
Version 0.1	………

Contents

Authors	
Virgil Ștefan Nițulescu	
Horea Murgu	
Carmen Croitoru	
Elena Bologa	
Angela Tudor	

Live Skills is an EU project aiming to design and pilot three Vocational Education and Training (VET) curricula within in the Audiovisual (AV) and Live Performance (LP) sectors.

These courses are for existing professionals as well as those wishing to develop a career within the Audiovisual (AV) and Live Performance (LP) sectors.

The project's key objectives are to enhance skills in the AV and LP sectors, from entrepreneurial and management skills to the use of cutting-edge digital technologies.

The focus is on transversal and soft skills that will allow learners to adapt to different situations.

The three main courses are:

- Arts Management
- Cultural Entrepreneurship
- New and Digital Technologies

This document is a **trainers' manual** for tutors participating on **Arts Management course**. It will introduce tutors to the blended learning methodology of the curriculum and will provide guidance on:

- how to manage the classroom in face-to-face lessons
- how to manage theoretical virtual classes
- how to monitor online individual learning
- how to monitor and evaluate work-based learning.

Refer to the accompanying *Final Curriculum plans* and *Outline of teaching Methodologies and modes of delivery* to find the specific details of the Arts Management course.

Blended learning

The Arts Management course is to be delivered by employing blended learning techniques.

Blended leaning in the Live Skills context includes classroom based face-to-face delivery combined with tutor-led online sessions, individual online learning and workplace learning.

Blended learning has the advantage of the flexibility of online distance learning, but with the support provided by classroom sessions, including important teacher and peer contact.

The following is the Live Skills Blended Learning model for **Arts Management.**
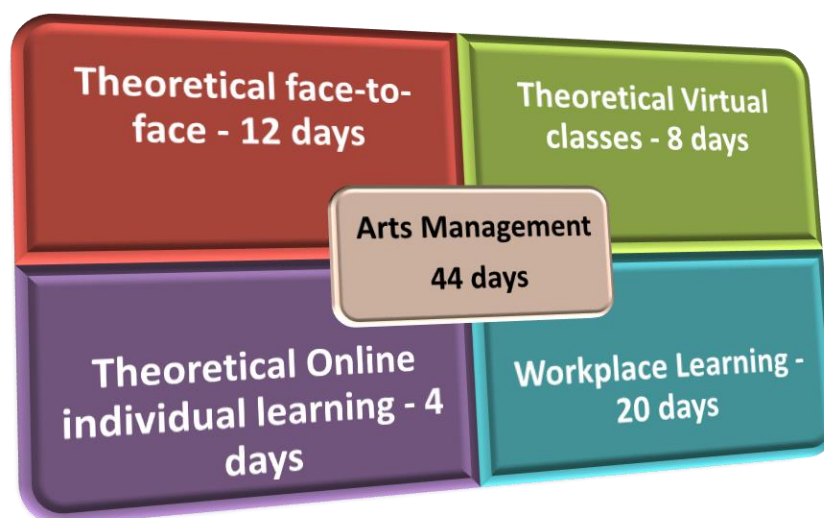
How to manage the classroom – face-to-face

There are **3 days** allocated to face-to-face sessions per module, a total of **12 days** for

esigning a common approach and framework (M&-M8)

one curriculum. It is anticipated that face-to-face will be delivered to the full group of enrolled learners in a **classroom setting**.

Face-to-face is an opportunity to lay the foundations of the module. It is crucial that face-to-face time is used for the most difficult elements of the module. Less demanding theory can be self-guided through online individual learning.

Learners should enter the room with some prior subject knowledge for the flipped classroom method to be successful.

Learners will also be active throughout the class, with the tutor facilitating learning, rather than leading.

Refer to the *Outline of teaching Methodologies and modes of delivery,* which contains the specific details of the Arts Management modes of delivery.

Here are some **flipped classroom** methods for delivery:

Group mini projects: Think-pair-share, team matrix, games and simulations, role-play, self-help groups; discussions, debates. Networking an important skill to address within Live Skills, and such group mini projects will allow learners to network with other people in the industry while they are learning.

he
ne
on

BRITISH COUNCIL

belfast met

Practical workshops: Computer-based practical workshops will be key to some of the modules, particularly those involving software applications learning such as financial management.

Peer instruction:

This method improves engagement and retention of knowledge by allowing learners to teach each other. Presentation skills are particularly important to the Live Skills programme, so this is the ideal way to encourage students to hone those skills.

Problem-based learning:

Problem based learning is a good way to improve creativity, which is central to the Live Skills project. It is useful not only in the classroom, but also in a workplace learning setting. The learning is structured around problems that the learners can solve together in groups. There is no right answer, but by becoming active investigators, learners will gain a deeper understanding of the topic. The trainer becomes a facilitator in this setting, encouraging inquiry and understanding.

Co-funded by the
Erasmus+ Programme
of the European Union

Tutor presentations: Case-studies, mini-lectures, demonstrations, tutorials, and seminars.

Face-to-face Learning Considerations:

Face to face is important for Arts Management because of the consistency of the theoretical information and documentary materials presented (e.g. financial forms, contracts, etc.), but also because of the practical side of working with relevant statistics, data and specific software programs (e.g. GnuCash, TurboCASH, Wave etc.).

This is an opportunity to get to know the learners and to understand their strengths and areas for development. Use these sessions to encourage peer support and networking. Also encourage the students to present to the group as much as possible - presentation skills have been identified as skills gaps within the industry. Generally, this is the ideal time to motivate the learners and to prepare them for the periods of distance learning. Face-to-face is also an opportunity for you to lay the foundations for other modes of delivery.

How to manage virtual classes

The Arts Management course is made up of 8 days of theoretical virtual learning, 2 for each module. You will use webinar technology to deliver these classes.

Equipment for Virtual classes

A VLE solution will be provided by Live Skills for the Arts Management virtual classes.

The following VLE tools are useful for delivering these online classes:

- A VLE with real-time audio, video and whiteboard capabilities is ideal for connecting with your learners one-to-one or in groups.
- Attaching multimedia audio and video messages to personal messages, assignments, discussions and marked work by VLE is a useful way of communicating with students. These tools can also be used to assess online individual learning.
- Viewing, marking and providing feedback on student submissions on a VLE is helpful for online virtual classes and online individual learning assessments. If you use the VLE for this, you will avoid time-consuming downloads or uploads by e-mail, particularly for video productions.

## Methodologies for virtual classes

Your main objective during these sessions will be to retain the attention of your learners, who will be in a separate location from you.

Some ideas to retain the engagement of the learners are:

- Interactive quizzes
- Digital responses
- Live surveys

Theoretical virtual class considerations

Learners involved in conducting web-based virtual learning and training needs to have access to a computer, web browser and internet connection. Learners should be made aware of this before signing up to the any of Live Skills courses. This should be clearly stipulated in any learners' resources.
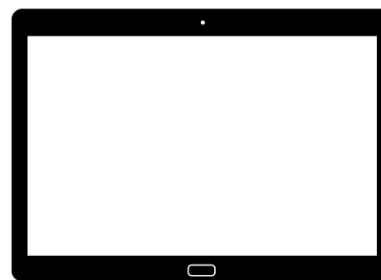
Theoretical virtual classes can take place at home and in the workplace and are therefore flexible for both the learner and tutor. However, you should be aware of the technical difficulties associated with setting up virtual classes.

Here are some **tips for running a successful virtual class:**

Have a **response mechanism** in place so that you can retain the attention of your learners. Ask for continual feedback. This can be done electronically using various VLE applications.

Test the technology in advance.

Introduce students to the technology during their face-to-face classes.

Set out expectations and guidelines from the beginning to avoid delays.

Ask the learners to come up with suggested guidelines for webinars to guarantee their buy-in.

Here are some **suggested guidelines:**

1. Learners should be on time for virtual classes

2. Learners should have their video turned on throughout the class (unless the video causes delays)

3. Learners should mute their mic to avoid background interference if using a telephone connection.

4. Learners should have access to a back-up plan in the event of internet failure.

Webinar back-up plan

Things can only go wrong in a webinar if you don't have a back-up plan.

If you are using a presentation, email the presentation to all participants before webinar begins, preferably when you are scheduling the webinar.

Prepare a back-up task for the students to complete if the internet connection goes down. Again, this should be considered when scheduling the webinar.

If the internet fails and you are working with a small group, you may wish to call each individual by telephone. If, however, you have a large class, it is advisable to set a **self-learning task** that should be completed within the time set for the virtual class.

e.g. you may advise the learners to read information that has been sent in advance.

Refer to the *Outline of teaching Methodologies and modes of delivery,* which contains the specific details of the Arts Management modes of delivery.

How to monitor online individual learning

Learners on the Arts Management course will spend at least **4 days** learning on their own through online individual learning, 1 day per module.

This learning can be carried out at home if the learner has the appropriate equipment, or in an open access computer suite at the VET provider's location.

Due to the nature of the Arts Management curriculum, it is more likely that OIL will take place at home**.**

It is important that the learners' resources pack includes information on the computer technology required in order to complete the course.

Resources:

There are a number of ways of creating the resources for online individual learning. The Live Skills programme will already have these resources in place.

1. **Provide the learners with links to open-access video materials** (e.g. YouTube, Linda.com) All of these resources can be found in the *Outline of teaching Methodologies and modes of delivery* document accompanying the Arts Management course. The Live Skills programme will also provide a portfolio of video resources for learners, which will include materials specifically made by the Live Skills team.
2. **Send learners your own video resources via the VLE.** You should have all the material you need to deliver the Live Skills course, but if you wish to add your own videos to suit your learners' needs, you can make a digital recording of your activity on screen. Such technology is particularly useful for teaching financial software applications that usually requires more views. Provide written

materials for self-study, including materials provided on the Live Skills VLE, or links resources.

Assessment:

Your guide for assessment of online individual learning is the ***Outline of teaching Methodologies and modes of delivery,*** which contains ideas for assignments for each learning outcome.

How to monitor and evaluate work-based learning

Each learner will complete **20 days** of work-based learning. This will take place after the theoretical learning.

Your role will be to set a **Live Brief** for the learner to complete in the workplace and assess the learner on their learning outcomes.

The work placement is an extension of the learning that will take place during the theoretical learning.

Your relationship with the employer

- The Live skills project manager will recruit employers before the course begins.

- You will have the opportunity to meet the employer at an information session for all participating employers.

- You will develop the live brief in full with the employer at least one week before the course begins.

- The employer will be provided with an Employer's handbook, which will provide details on how to manage the placement student.

- You will communicate weekly with each learner and the learner's mentor in order to assess the learner's performance and understand any concerns about the placement or the live brief.

The Live Brief

You will work with the employer to create a live brief that meets the learning outcomes for each module.

Here are some Live Brief scenarios:

- A small production company has been approached by a diabetes charity to provide a promotional video. They don't have the time or resources to do this, but they are keen to help. The Live Skills placement student could take charge of this project, from concept to delivery.
- A theatre production company and has been invited to contribute one of their productions as part of a one-off outdoor culture night. The Live Skills placement student can manage the marketing and founding campaign from design through to execution.
- A music festival is run by a local community group. The festival is struggling to attract numbers and the volunteers have become disillusioned. The Live Skills placement student could work on a strategic plan for the future of your festival and present that plan to the team.

A Live brief form will be provided (Appendix 1) contain the following:

1. Aims and objectives
2. Learning outcomes
3. Assessment criteria

The mentor

The employer will appoint a mentor to guide the student. You will talk to the mentor by skype/telephone at the start of the placement and then communicate once a week in order to assess the learner's performance. The role of the mentor will be to supervise the Live Skills placement student and the 'live brief.'

Assessment ideas

The assessment criteria will be included in the live brief and will depend on the particular subject and learning outcomes. Here are some ideas:

- Weekly mini-appraisal (Appendix 2): you could ask your learner to complete a short online weekly appraisal of their activities. This would take no longer than five minutes. The placement student should assess his or her own progress and complete the survey alongside the mentor.
- Learners could complete an online log book, blog or vlog.
- Self-assessment could take place through an online peer forum.

Final presentation

The learner will conclude their work placement and live brief with a final presentation. This does not necessarily mean a power point presentation. It could be a video, an internal meeting or even a presentation to an external stakeholder. The intern should be as innovative as possible in the delivery.

Some video presentations may be used by the Live Skills teams for promotion of the Live Skills project.

Live Brief

The following document should be completed by the Live Skills tutor. (This can be transferred to the VLE or adapted for online delivery)

Describe the Live Brief scenario:

What are the objectives of the Live Brief?

Assessment of Learning (NB Below are examples. Please adapt to suit the requirements of the Live Brief.)

Assessment Method	Describe how the learner will be assessed:
Weekly appraisal	
Vlog/Blog	
Final presentation	
Online peer forum	

Weekly Appraisal

(This document can be adapted by the tutor and mentor as necessary.)

Describe how you met your Live brief objectives this week:

Describe your networking activities – internal and external

How would you score your performance this week in the following areas?

	%
Communication	
Positive Attitude	
Creativity and Innovation	
Using time effectively	