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Live Skills

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

Digital and New Technologies

D3.6 Trainers' manual

21 September 2018

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Overview



Live Skills is an EU project aiming to design and pilot three Vocational Education and Training (VET) curriculum within the Audiovisual (AV), Live Performance (LP) and Creative Industry (CI) sectors.

These courses are for existing professionals as well as those wishing to develop a career who currently work within the sectors stated above.

The project's key objectives are to upskill practitioners including entrepreneurial and management skills and use of cutting-edge digital technologies.

The focus is on transversal and soft skills that will allow learners to develop their careers further.

The three main courses are:

- Arts Management
- Cultural Entrepreneurship
- New and Digital Technologies

This document is a **trainers' manual** for tutors participating in the **New and Digital Technologies 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 Digital and New Technologies course.

Introduction

Digital media is a broad term which can cover a number of different products, industries and job roles.

There are the things you can see and hear: pictures, videos, articles, advertising; and then there is behind the scenes: web development, app development, video and sound production, coding and data.

The field of Digital media is diverse and fast-moving and there are new products being invented and created every day. Digital Media professionals can be expert in a wide range of fields including social media, virtual reality, web development and video and audio.

The Digital and New Technologies course is designed to upskill current practitioners within the Creative Industry Sectors in three main areas:

1. Introduction to Creative Media
2. Digital Art and Design
3. Digital Marketing

The three modules within this course will allow participants to develop and enhance their skills to promote and market their practice by using professional software to create their own promotional material and use digital marketing services to market their skills and experience.

The Digital and New Technologies course will upskill students in the following areas -

- Video Production
- Audio Production
- Photography
- Graphic Design
- Digital Marketing using Social Media

The course will not only add to the skillset of the students but will help them create their own promotional products and increase their chances of gaining employment.

The course will take place over a total of 44 days and will include the use of Blended Learning techniques and Work-Based Learning which will allow the participant to work on a project based on a live brief to be developed with the respective employer.

| Number of days | Theoretical face-to-face | Theoretical Virtual Classes | Theoretical Online individual learning | Cross Country Project | Total Days |
|---|--------------------------|-----------------------------|--|-----------------------|------------|
| Introduction to Video and Audio Software | 3 | 2 | 2 | 1 | 8 |
| Digital Art and Design | 3 | 2 | 1 | 1 | 7 |
| Digital Marketing | 2 | 1 | 1 | 1 | 5 |
| Total theoretical days | 8 | 5 | 4 | 3 | 20 |
| Digital and New Technologies Work-based learning | | 20 | | | 20 |
| Total Days | | | | | 40 |

| Number of hours based on 6 hours per day | Theoretical face-to-face | Theoretical Virtual Classes | Theoretical Online individual learning | Cross Country Project | Total Hours |
|---|--------------------------|-----------------------------|--|-----------------------|-------------|
| Introduction to Video and Audio Software | 24 | 16 | 16 | 8 | 64 |
| Digital Art and Design | 24 | 16 | 8 | 8 | 56 |
| Digital Marketing | 16 | 8 | 8 | 8 | 40 |
| Total theoretical days | 64 | 40 | 32 | 24 | 160 |
| Digital and New Technologies Work-based learning | | 160 | | | 160 |
| Total Hours | | | | | 320 |

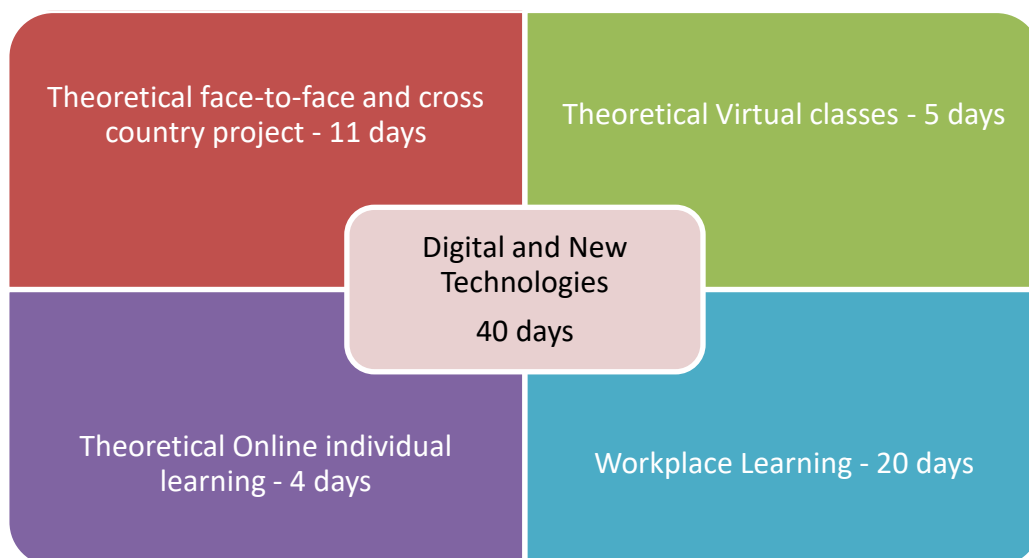
Blended Learning

The Digital and New Technologies course is to be delivered by employing blended learning techniques.

Blended learning 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 **Digital and New Technologies**.



How to manage the classroom – face-to-face



12 days have been allocated to face-to-face sessions for Digital and New Technologies. 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 begin the course 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 Digital and New Technologies modes of delivery.



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



Group mini projects: Think-pair-share, team matrix, games and simulations, role-playing, group working, discussions and 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

Practical workshops: Practical workshops will be key to some of the modules, particularly those involving the learning of software applications.



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. 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.



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

Face-to-face Learning Considerations:

Face to face is important for Digital and New Technologies because of the practical side of working with the relevant equipment – computers, smart phones, camera, sound recording equipment and software programs.

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.



Students should be encouraged 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.

It should be noted that not all students are comfortable with giving presentations in front of peers, especially those with special educational needs. An alternative should be provided in these cases which could include the use of video.

How to manage virtual classes

The Digital and New Technologies course is made up of 9 days of theoretical virtual learning, 3 for each module. Webinar technology should be used to deliver these classes.

Equipment for Virtual classes



A VLE solution will be provided by Live Skills for the Digital and New Technologies virtual classes. [VLE to be confirmed.]

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

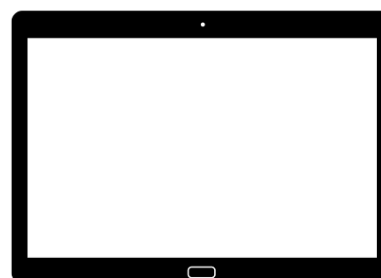
Your main objective during these sessions will be to retain the attention of your learners, who will be in a separate location from you.

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 need to have access to a computer, a web browser and an internet connection. Learners should be made aware of this before signing up to the Digital and New Technologies course. This should be clearly stipulated in any learner 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.

Below 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 go wrong within a webinar if you don't have a back-up plan.

If you are using a presentation method such as PowerPoint, 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 Digital and New Technologies modes of delivery.

How to monitor online individual learning

Learners on the Digital and New Technologies course will spend at least **4 days** learning on their own through online individual learning.

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 Digital and New Technologies curriculum, it is more likely that OIL will take place at the VET provider's location. In particular, **film- editing and graphic design software may be too expensive for most learners to purchase.**

It is important that the learners' resources pack includes information on the computer technology required 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, Lynda.com). All of these resources can be found in the ***Outline of teaching Methodologies and modes of delivery*** document accompanying the Digital and New Technologies 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 materials 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 software applications. Examples of 'screencast' applications are: Cam Studio, Camtasia, Screenr, Screen-o-Matic, Screenflow, Adobe Captivate.

Check your VET provider's applications to see what is available.

3. 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.

Cross Country Project

The cross country project will allow students from all participating countries to collaborate jointly on the one project together using technology to communicate with each other. The students will work on a range of projects to provide deliverables according to a given brief.

Students will be able to work together on the project by using technology including video conferencing, online project managing platforms such as Microsoft Teams, Yammer or Asana.

The project will allow students to gain experience in international cross-collaboration and explore the advantages and potential issues when working on such projects which is often common within the field of Audio/Visual and the Creative Arts.

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.

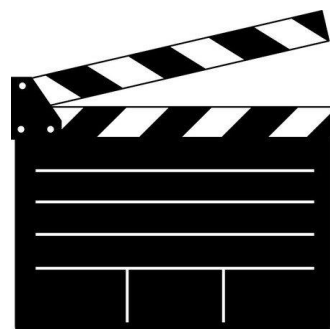
The work placement is an extension of the learning that will take place during the theoretical learning.

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 which will be placed on online platforms including You Tube and social media. The Live Skills Student will create the video from concept to completion using the skills they have developed within the Digital and New Technologies Course.
- 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 has been tasked with creating a logo for the performance and a series of marketing materials suitable for print including leaflets and posters which will be distributed.
- A local community group wishes to run a short music festival. The company wishes to create an online marketing campaign, As part of this the company requires the student to create a series of memes and short videos which can be added to social media platforms. The student will create these materials using the skills they have developed within the Digital and New Technologies course.

A Live brief form will be provided 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 communicate with the mentor by skype/telephone/email/face-to-face 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:

- 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.
- A weekly appraisal by the Work Placement Mentor though a short questionnaire.

Final presentation

The learner will conclude their work placement and live brief with a final presentation. This does not necessarily mean a PowerPoint presentation. It could be a video, an internal meeting or even a presentation to an external stakeholder. The placement student 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.

Learning resources:

Module 1: Introduction to Creative Media

<https://www.youtube.com/watch?v=ECSkUhRw8dI>

<https://www.birmingham.ac.uk/university/colleges/professional/external/creative-media.aspx>

<https://study.com/academy/lesson/social-media-marketing-channels-digital-video-audio.html>

<https://www.youtube.com/watch?v=6p8bn21zIC0>

Module 3: Digital Art & Design

<https://www.youtube.com/watch?v=yvfgd0vMV-c>

https://www.youtube.com/watch?v=8zB5h_uO77w

<https://www.youtube.com/watch?v=IQEWUUF3m68>

https://www.youtube.com/watch?v=Zt9QoX_NGz8

<https://www.digitalartsonline.co.uk/features/illustration/best-euro-2016-art-design-projects/>

Module 4: Digital Marketing

<https://www.youtube.com/watch?v=-dClS0VoY58>

<https://www.youtube.com/watch?v=LUbqRwp8NXI>

https://www.youtube.com/watch?v=gmB_TC92I8w

Sample Live Brief 1

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:

The following example is suitable for module 1 Introduction to Creative Media

You have been asked by a diabetes charity to create a short promotional video to highlight the importance of a healthy diet to prevent diabetes. The video will be placed on online platforms including You Tube and Facebook.

The video should last no longer than 30 seconds.

You will create the video from concept to completion using the skills they have developed within the Digital and New Technologies Course including storyboarding, filming and editing.

The video should also include a narrative to explain the importance of a healthy diet. This should also be provided as an audio only clip suitable for inclusion within the charity's podcast.

You will present the finished video and audio to the client prior to uploading onto the chosen online platforms.

What are the objectives of the Live Brief?

Using technologies suitable for video production.

Using technologies and software suitable for audio project.

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 | The weekly assessment is based on a one-minute presentation by the student of the material of the week. |
| Vlog/Blog | Prepare a 1-minute Vlog/ Blog on a topic of the week. |

| | |
|--------------------|--|
| Final presentation | The final presentation includes: the developed video and the Vlog/Blog . The presentation is individual to the other learners and the trainer. |
| Online peer forum | Publish results results in closed groups on Facebook. |

Sample Live Brief 2

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:

A theatre production company and has been invited to contribute one of their productions as part of a one-off outdoor culture night.

You have been tasked with creating a logo for the performance and a series of marketing materials suitable for print including leaflets and posters which will be distributed.

The materials should be of a suitable quality and the correct format for printing. You should also create versions suitable for inclusion on the company's website and social media.

Suitable copyright free or source images should be used where necessary. You could also take your own photographs if this is more appropriate.

You will present your final products to the client prior to sending to the printers and added to online platforms.

What are the objectives of the Live Brief?

To provide a series of correctly formatted images for both print and online.

Use appropriate software to create the products.

Use suitable methods to source copyright free images or acquire usage rights.

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 | The weekly assessment is based on a one-minute presentation by the student of the material of the week. |
| Final presentation | Presented to the client |

Sample Live Brief 3

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:

A local community group wishes to run a short music festival.

The company has asked you create an online marketing campaign for Facebook. This will include a series of memes and short videos which can be added to the Facebook Event page.

You will use appropriate methods to create the products to be added to social media. Videos should be no longer than 10 seconds long and provided in a suitable format for addition to the respective social media platforms.

You will work with company to create a suitable event page and create the products to be added.

You will present the completed products to the company prior to adding to the Facebook page.

What are the objectives of the Live Brief?

Knowledge of strategies for the development of digital marketing

Learners will be able to create products using suitable software to promote the event.

Learners will be able create a suitable event page and to add the content.

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 | The weekly assessment is based on a one-minute presentation by the student of the material of the week. |
| Final presentation | Presentation of finished products. |
| Online peer forum | Publish results in closed groups on Facebook. |

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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?

| | Average | Good | Very good |
|---------------------------|---------|------|-----------|
| Communication | | | |
| Positive Attitude | | | |
| Creativity and Innovation | | | |
| Using time effectively | | | |