



IO1 In Service Training
Programme and Handbook

Handbook for Face to Face
Digital Media Training



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Introduction to the DIME In-Service Training Programme and Handbook

The In-Service Training Programme and Handbook is the first output of the ‘DIME – Digital Media - a Bridge to Inclusion’ project. The aim of this training programme is to support front-line adult and youth educators to develop the necessary digital media skills and competence to integrate available digital media techniques into their teaching practice. By this we mean that through this comprehensive in-service training programme, educators will be empowered to engage with new and innovative teaching methodologies, to work with digital resources and in online environments, to practice using available media such as smartphones and devices for digital media production and to use the suite of embedded and enquiry-based resources with their groups of learners to produce short films and creative projects. To achieve these aims, the DIME project team have composed a curriculum that comprises:

- 65 hours of self-directed online materials, which provide content on: blended, online and mobile learning; effective group work for adult learners; networking; group discussion and activating learning methodologies.
- 35 hours of face-to-face training programme, which acts as a comprehensive digital media curriculum covering topics such as film theory, cost-effective solutions for digital media production, setting up a film crew, understanding the roles in film production, pre-production, production and post-production of film projects.

The aim of this in-service training is that on completion of the training, front-line educators will be able to apply the digital toolkit of embedded and enquiry-based learning resources – developed as part of the second project output – to plan, develop and produce a series of short films including an interview, documentary and vox pop with their groups of young and adult learners. Through these activities, learners will develop their literacy, numeracy, digital skills, team work, communication skills and cultural awareness and expression.



Introduction to the Trainer Handbook for the Face-to-Face Digital Media Workshops

The Trainer Handbook is designed to act as a guide for trainers delivering the In-service Training Programme (IO1) developed as a core output of the DIME project. This handbook is designed to actively involve the participants in the learning process. It is a key intellectual output of the DIME Project: Digital Media – a Bridge to Inclusion; funded through the Erasmus+ Programme.

Recommended: It is recommended that the Trainer Handbook is used in conjunction with the content of the Embedded-learning and Enquiry-based Key Competence Resources (IO2); created as open educational resources and available for free use and download from www.dimeproject.eu.

The Trainer Handbook comprises the following elements:

- Overview and introduction to the training curriculum
- Module descriptors for all 4 modules
- Lesson plans for delivering the face-to-face workshops
- PowerPoint presentations for delivering the face-to-face sessions, available as an annex to this handbook.

Delivering the In-service Training Programme

This Trainer Handbook presents the face-to-face learning content of the In-service Training Programme, which is to be delivered through a series of practical, hands-on workshops.

This curriculum has been designed to be delivered to adult educators who work with disadvantaged young adult learners. From here on in this handbook, these educators will be referred to as 'participants'.



The face-to-face curriculum is presented in the following modules:

- Module 1 – Digital Media Production Theory
- Module 2 – Digital Media Production Practice
- Module 3 – Post-production
- Module 4 – Digital Media Skills for Teaching

As previously mentioned, this face-to-face content is supported by self-directed learning materials, which are accessible through the DIME e-learning portal, available at: www.dimeproject.eu. The self-directed learning materials have been designed and developed to support the delivery of the DIME In-service Training, by providing additional materials for participants on the following topics:

- Module A
 1. Group and Team Work
 2. Group Discussion
 3. Praxis & Activating Teaching Methods
- Module B
 - Networking
 - E-learning
 - Mobile learning
 - Blended Learning

Notes for the Trainer

- These modules are designed to provide flexibility in planning, conducting and evaluating the training programme. All of the content required for the delivery of the programme is contained within the In-service Training Programme and Handbook (IO1) downloadable from www.dimeproject.eu.
- This is a modular curriculum so the modules can be used independently of each other and can also be lengthened or shortened depending on the level of experience and expertise of the participants.



- The topics in this face-to-face curriculum are based on the practical elements of using digital media to present and produce learning materials. For theoretical content, some of these topics are only touched on in the curriculum and then will be the subject of distance learning for individual participants to undertake in their own time.
- It is important that on completion of this training, participants are confident and competent in using digital media skills in their work with marginalised young learners. As such, the trainer should involve participants in the delivery of the curriculum, encourage participation and be ready to adapt the material if additional time is needed on some of the more technical elements of the curriculum.
- Before each session, ask all phones are turned off during the workshop and ask them to put a name label on their desks/person.

The Do's and Don'ts of Delivering this Training Programme

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

Do's:

- Prepare in advance
 1. Involve participants and encourage participation
 2. Use visual aids and refer to www.dimeproject.eu for additional self-directed learning resources
 3. Speak clearly and bridge one topic to the next
 4. Use logical sequencing of topics
 5. Encourage questions and provide feedback
 6. Summarise and recap at the end of each session
 7. Use good time management
 8. Be aware of the participants' body language



9. Keep the group focused on the task

10. Evaluate as you go

Don'ts:

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot--move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)
- Don't read from curriculum

Curriculum Overview

The curriculum has been designed to be delivered in a face-to-face format, over 35 contact hours. A further 65 hours of self-directed learning is available through the DIME e-learning portal.

The face-to-face curriculum is broken into four modules:

Module 1 – Digital media production theory

Achieving high quality for low cost

Sound recording and editing

Video recording and editing

Legalities

Module 2 – Digital media production practice

Hands on training in audio visual production



Module 3 – Post-Production

Editing for the target audience

Module 4 – Digital Media Skills for Teaching

Lesson planning for work with young adults

Learning Outcomes

On completion of this training course, participants should:

1. Be able to produce audio visual content, using low cost or readily available resources, that is appropriate to the target audience
2. Know the basic legal restrictions and responsibilities that must be observed when creating digital media content for public dissemination
3. Be able to edit content appropriately for the target audience
4. Know the basics of implementing a social media content dissemination strategy to reach the target audience
5. Be able to use this curriculum to relay their learning to other groups or individuals to facilitate a cascading transfer of learning from the DIME curriculum.

Lesson plans are developed in line with Kolb's theories of experiential learning. Participants perform exercises aimed at reflecting upon their knowledge, perceptions and experiences. Following group feedback and discussion, factual information is offered, allowing informed reflection and reassessment where pertinent.



Module Descriptors

Module 1 – Digital media production theory

- Participants will be introduced to the tools of audio visual production. They will be shown low cost or readily available resources that can be used to achieve high production standards.
- Participants will be taken through the theory of sound recording, lighting and filming in a digital environment with principles such as ‘three point lighting’ in lighting a subject and ‘the rule of thirds’ in framing the shot.
- Participants will be introduced to audio and visual resources that are free to use and will be taken through the legal requirements that prohibit or make impracticable, the use of other such resources because of copyright or other issues.

Module 2 – Digital media production practice

- Building upon the theory gleaned through Module 1, participants will bring their knowledge to bear on creating audio visual resources. These may be individual or team projects.
- Projects will be recorded using low cost or readily available resources and will comply with the legal realities outlined in Module 1.
- These projects will be produced in such a way that they have options in the post production process for dissemination through a variety of different platforms – including the social media platforms where adult educators can reach young adult learners.

Module 3 – Post-production

- Participants will edit the projects created in Module 2 in one or more formats, as required by the dissemination routes they have decided upon.



- These projects will now be uploaded to a private YouTube channel to be used in teaching.

Module 4 – Digital Media Skills for Teaching

- Participants will develop a lesson/activity plan to show how they will use their new digital media skills in their work with young adults.

Module 1 – Digital media production theory

Time allotted: 12 hours

Unit 1 – Production roles and tools

Time allotted: 4.5 hours

Learning outcomes

This unit will instruct participants on:

1. the key roles in a digital media production team.
2. production equipment and improvisation tips.

Lesson Plan

Content and Method	Minutes	Materials	Assessment/Evaluation
<p><u>Welcome and introductions</u></p> <ul style="list-style-type: none"> • As this is the first session where participants will get to know one another, the trainer will introduce him/herself, give a brief introduction to the training and then ask all participants to introduce themselves. • Going around the group of participants, the trainer asks learners to state: <ul style="list-style-type: none"> • Their name, • Their professional background 	30	Room with chairs arranged in a semi-circle	<ul style="list-style-type: none"> • Participants will engage in the introductory activity and get to know each other.



<ul style="list-style-type: none"> • Their motivation for taking part in this training. 			
<p><u>Digital Media Content on YouTube</u></p> <ul style="list-style-type: none"> • To introduce participants to digital media formats on YouTube, the trainer will show a variety (up to 5) different YouTube clips – these can demonstrate different styles on YouTube or they can include some of the trainer’s favourite YouTube clips. • After each video, the trainer will discuss the video with the group – pointing out key features. • The aim of this activity is to get the participants in the right mind-set for producing this type of content. 	<p><u>30</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Access to YouTube and list of videos</p>	<ul style="list-style-type: none"> • As a homework assignment, all participants (or groups – to be formed later in the session) will identify what their favourite YouTube video is and present it to the group later in the programme.
<p><u>Who is Who in Production?</u></p> <ul style="list-style-type: none"> • Using a blackboard, whiteboard or flipchart to record suggestions from the group, the trainer asks them to name as many roles as they can in a audio visual production team and to elaborate on what each role involves (e.g. director, boom operator, producer etc.) • When they have exhausted their ideas, the trainer uses a slide presentation to identify the members of a basic team necessary to carry out the essential tasks involved in digital media production. • At this point these roles are assigned to members of the group for the practical production project or projects ahead. 	<p><u>75</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Blackboard, whiteboard or flipchart and marker</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p>	<ul style="list-style-type: none"> • Basic understanding of roles is demonstrated by group selection of these roles within their own team/teams



<ul style="list-style-type: none"> Depending on the size of the group one or more production teams can be formed. The trainer can decide which group member is responsible for each role as she/he sees fit – for example, asking who is interested in taking on the specific role or simply drawing names from a hat. 			
<p><u>The Tools of the Trade</u></p> <ul style="list-style-type: none"> Using a slide presentation, the trainer outlines the production equipment used in digital media production – camera, tripod, boom, microphone etc. After each production tool is introduced a cheap, free or readily available alternative is then shown. For example, a microphone on a boom pole can be replaced by a smartphone with a digital audio recording app in ‘flight mode’ clamped at the end of a telescopic ‘selfie stick’. The production team members, as assigned in the previous session, must now take on the responsibility of securing the equipment that they need to carry out their function within the team. For example, a camera person must ensure that they have access to a video capture device such as a smartphone with a high quality camera and sufficient internal or external memory to record a sufficient body of footage. 	<p><u>75</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>At least one example of each of the production tool ‘hacks’ necessary to ensure that at least one fully equipped team can operate.</p>	<ul style="list-style-type: none"> Understanding of this element is demonstrated by the successful assembly of an audio visual production kit



<ul style="list-style-type: none"> • Each member of the 'film crew' is given some time to secure and practice with their particular tool. 			
<p><u>Trial Run</u></p> <ul style="list-style-type: none"> • The team or teams now attempt to record video and audio of a simple interview. • The following units will instruct the participants on good practice, tips and theory but this exercise has a dual purpose. • It will highlight both natural abilities within the group as well as giving participants an opportunity to experience potential hurdles and pitfalls in the audio visual production process – such as filming into the light source instead of away from it. • The trainer moderates a group discussion on the successes and challenges experienced in the trial run. • The trainer takes note of these points for potential use in Module 2 where practical projects are undertaken. 	<p><u>60</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Flipchart and marker for recording group feedback</p> <p>All teams should have the tools they need to record this short interview.</p>	<ul style="list-style-type: none"> • Feedback from group during discussion to show self-learning on the basic challenges in audio visual production.

Unit 2 – How to make good audio visual content

Time allotted: 4.5 hours

Learning outcomes

This unit will instruct participants on:



1. methods and theories of lighting for digital film
2. methods and theories of camera operation for digital film
3. methods and theories of sound capture for digital film

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>What makes good and bad content?</u></p> <ul style="list-style-type: none"> • The trainer introduces participants to this topic by showing examples of good and bad video content from YouTube. • After each video, the participants are asked to vote if they think this is an example of good or bad content, and to justify their answer. 	<p><u>30</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Access to YouTube and list of relevant videos</p>	<ul style="list-style-type: none"> • Participants will engage in group discussion activities to show their understanding of what makes good video content.
<p><u>Lighting</u></p> <ul style="list-style-type: none"> • Using the slide presentation the trainer takes the group through the various rules, tips and methods involved in ensuring that lighting is appropriate for audio visual production. • Using online and offline examples the trainer demonstrates lighting on social media videos with examples from YouTube. 	<p><u>75</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.



<ul style="list-style-type: none"> • Within this presentation participants will see natural 'daylight' lighting, three point studio lighting, 'ring' lighting – as often used by Youtubers and lighting 'hacks' using reflective surfaces to 'bounce' available light. • The trainer will show learners some tips and tricks to replicate this lighting, using cost-effective methods. • Teams will then be given 15-20 minutes to practice filming a short scene, adjusting the lighting as demonstrated. • After this activity, the group can feed-back to the trainer on how they found this activity. 		<p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>Access to video examples</p> <p>Flipchart and marker for recording group feedback</p>	
<p><u>Camera Operation</u></p> <ul style="list-style-type: none"> • Using the slide presentation the trainer takes the group through the various rules, tips and methods involved in capturing video. • The trainer first explains these aspects for traditional film-making, and then gives examples of how these techniques can be replicated using accessible technologies such as smart phones. • The trainer then gives each team 15-20 minutes to practice using some of these techniques to capture simple footage in the room. • After this activity, the trainer will conduct a short review 	<p><u>75</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>Flipchart and marker</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.



<p>and feedback session to ascertain how the teams found this activity and if they encountered any difficulties.</p>		<p>for recording group feedback</p>	
<p><u>Sound Capture</u></p> <ul style="list-style-type: none"> • Using the slide presentation the trainer takes the group through the various rules, tips and methods involved in capturing sound. • Similar to previous activities, the trainer will then demonstrate how sound can be captured using accessible technologies – using a smartphone app and a selfie stick, instead of using a boom. • The teams will each be given 15-20 minutes to practice recording sound using this method, and will feedback to the group on how they found this method and if they experienced any problems. 	<p><u>75</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> • Participants will engage in group feedback where they will each offer one item of information learned in this unit, which they feel will be of particular benefit in ensuring that they can create audio visual content. 	<p><u>15</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for recording</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.



		group feedback	
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Unit 3 – Administration and legalities

Time allotted: 3 hours

Learning outcomes

This unit will instruct participants on:

1. production management in audio visual production
2. important legalities to observe in audio visual production

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Introduction to Administration and Legalities</u></p> <ul style="list-style-type: none"> • Before introducing this topic, the trainer aims to gain an understanding of the participants knowledge of this topic by holding a short group discussion. • Here the trainer asks all teams to brainstorm the legalities related to audio-video production and to come up with as many of these legal issues as they can in their groups. • After 20 minutes, the trainer then hosts a group discussion, and using flipchart and marker, he/she captures the main issues listed by each group. 	30	<p>Training room with space for break-out sessions</p> <p>Flipchart and marker</p> <p>Pens and note-taking materials for teams</p>	<ul style="list-style-type: none"> • Participants will engage fully in group brainstorm and group discussion activities and will take notes to support their learning.



<p><u>Legalities</u></p> <ul style="list-style-type: none"> • The trainer presents a slide presentation which goes through the relative points to ensure that participants are aware of legal restrictions and that their importance is appreciated. • These legalities include use of copyrighted intellectual property - music, images, words or footage, talent permissions, location permissions, filming of people in public. • Following this presentation, the trainer then leads a short group discussion on how these legalities come into play for each teams own video production processes. • The trainer invites all groups to brainstorm the legal issues they would have to consider in developing their local projects. • After 20 minutes, the trainer invites all teams to present their findings to the group – with the trainer taking note of the main points on a flipchart. 	<p><u>60</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> • Participants will engage fully in group brainstorm and group discussion activities and will take notes to support their learning.
<p><u>Production Management</u></p> <ul style="list-style-type: none"> • Practical and administrative tasks associated with digital media production are discussed here with the help of slide presentation • Participants get a basic overview of topics such as locations, crew and talent scheduling, set, costume, 	<p><u>90</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p>	<p>Assessment will be through the practical application of the information learned here in the later modules.</p>



<p>props, catering, budgeting and transport.</p> <ul style="list-style-type: none"> • Each team is given 30-45 minutes to create a sample production management plan for the short video that they will shoot later in the training programme. • For developing this plan, each team must consider each of the following in relation to their video: <ul style="list-style-type: none"> • locations, • crew and talent scheduling, • set, • costume, • props, • budgeting (if any). • After each group has developed their plan, they are invited to share this plan with the group. • The trainer can take note of key ideas on a flipchart, and feedb-back to the individual teams if they have omitted any elements from their plans. 		<p>Projector, screen and laptop</p> <p>Slide presentation</p> <p>Flipchart and marker for recording group feedback</p>	
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Module 2 – Digital media production

Time allotted: 14 hours (3 hours of workshops and 11 hours of practical application to include breaks as appropriate)

Unit 1 – Production content options

Time allotted: 3 hours

Learning outcomes

This unit will instruct participants on:

1. the various audio visual options available to tell a story
2. the practical steps in preparing to shoot content

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Workshop Opening</u> <ul style="list-style-type: none"> • The trainer welcomes all participants to the workshop and introduces the production plan for this module. • The trainer answers any open questions which participants might have from the previous module. 	<u>10</u>	Training room with space for break-out sessions Pens and note-taking materials for teams	<ul style="list-style-type: none"> • Group discussion leading to consensus that demonstrates an understanding of possible content types and their appropriateness to certain audiences. • A consensus is reached on the two audio visual pieces to be created for the team project.
<u>Planning the Project</u> <ul style="list-style-type: none"> • Using practical examples from a slide presentation the trainer will take the participants through the various types of content. • These include documentary, drama, animation, live broadcast and personal broadcast. • The trainer can use links provided or replace these links with similar content that she/he feels is more appropriate for the group 	<u>120</u>	Blackboard, whiteboard or flipchart and marker Projector, screen and laptop Slide presentation	



<p>with which she/he is working.</p> <ul style="list-style-type: none"> • Information will be given, in each case, about the types of message appropriate to the format, the methodology involved in producing such content and the type of consumer this format attracts. • The trainer then asks participants to work in their teams to brainstorm their own video – in this brainstorm activity, the teams are asked to identify who their target group for their video is, what their key message or topic for the video is and which format they will use to capture their video. • Participants must choose two audio visual methods to relay their message. • For example, this may be (a) YouTuber speaking directly to camera and (b) Short drama clip. • The team project will involve creating these two pieces of content. 			
<p><u>Pre-Production</u></p> <ul style="list-style-type: none"> • The teams must now make all the preparations for shooting their two project pieces. • They should decide up on such questions as appropriate length of video, scripted or improvised, legalities, locations, equipment etc. 	<p><u>60</u></p>	<p>Pens and note-taking materials for all teams.</p>	<ul style="list-style-type: none"> • Teams collaborate to develop a 'shooting plan' for their projects.



Unit 2 – Production

Time allotted: 11 hours

Learning outcomes

This unit will give participants practical experience in:

1. creating digital media content
2. working as a team

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Storyboarding</u></p> <ul style="list-style-type: none"> • The trainer will make a short presentation on how to develop a storyboard for their film project. • The trainer will show participants different examples of storyboards, asking participants to read through the storyboard samples and explain what they think is happening in each scene. • The trainer then distributes copies of storyboard templates to each team. • Working in their teams, the trainer instructs all participants to contribute to developing the storyboards for their two film projects. • The trainer can move between teams in this activity, overseeing the development of the storyboards. 	<u>120</u>	<p>Storyboard templates for all teams</p> <p>Pens and note-taking materials for all teams</p>	<ul style="list-style-type: none"> • All teams will produce two story-boards – one for each of their film projects
<p><u>Production</u></p> <ul style="list-style-type: none"> • The teams will now create their two pieces of agreed content, guided by their shooting plan. 	<u>540</u>	<p>Digital media content production equipment</p>	<ul style="list-style-type: none"> • All teams should ensure that content is successfully shot, complete



<ul style="list-style-type: none">• The role of the trainer in this phase is to provide support from the materials covered thus far.• In addition, the trainer can take the position of 'First Assistant Director', reminding the team of the agreed schedule so that, while the diverse nature of the content will require a degree of flexibility, the overall exercise can be completed within the allotted timeframe.• The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account.• Each team is given freedom in terms of location and subject, to create two pieces of audio-visual content in two different styles.		identified previously for all teams	and within timeframe. <ul style="list-style-type: none">• Teams should also ensure that all legalities and permissions are observed.
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Module 3 – Post production

Time allotted: 6 hours

Unit 1 – Film editing theory

Time allotted: 1 hour

Learning outcomes

This unit will instruct participants on:

1. basic principles of editing

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Film editing theory</u></p> <ul style="list-style-type: none">• Using a slide presentation, the trainer takes the participants through the principles of video editing.• This includes a series of images rearranged in various ways.• The participants relate the stories that each arrangement of the images suggest, thereby demonstrating the importance of editing decisions to accurately tell the story that is intended.• Samples of content are shown with and without music to illustrate the effect and, again, the group discusses this.	<u>60</u>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>Slide presentation</p>	<ul style="list-style-type: none">• Participants will take notes to support their learning.



Unit 2 – Audio editing theory

Time allotted: 2 hours

Learning outcomes

This unit will instruct participants on:

1. basic principles of audio editing

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Audio Editing Theory & Practice</u></p> <ul style="list-style-type: none"> • The trainer invites all teams to download a copy of the Audacity audio editing software. • The software can be downloaded at http://www.audacityteam.org/ • The trainer will take the participants through basic audio editing using Audacity software, which is free and uncomplicated to use. • Using the first of the tutorials available on the Audacity website (http://manual.audacityteam.org/man/tutorial_editing_an_existing_file.html) participants practice the basics of audio editing. • The trainer will then share a short simulation video on how to use Audacity with each group so that they can replicate the steps in their teams to edit the audio correctly. • Each team is given 60-90 minutes to edit their audio files. 	<p><u>120</u></p>	<p>Each group must have access to a laptop or computer and download free Audacity software and appropriate online manual to complete this unit</p> <p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	<ul style="list-style-type: none"> • Participants perform basic audio edit using the software.



Unit 3 – Project editing

Time allotted: 3 hours

Learning outcomes

This unit will give participants practical experience in:

1. editing video content

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Project Editing Practice</u></p> <ul style="list-style-type: none"> • Participants now edit their audio visual content using the free editing software available to them (for example, “iMovies” on Apple platforms or “Windows Movie Maker” on PC platforms. • The software’s accompanying manuals can be used to assist participants if they are finding difficulties in coming to grips with its practical use. • The trainer should remind participants to adhere to copyright laws in regard to any music or images that they decide to use. • Throughout this session, participants work in break-out spaces to edit and complete their film projects. • The trainer circulates between teams, providing assistance and guidance when required. 	<p><u>180</u></p>	<p>Each group must have access to a laptop or computer and access to readily available editing software such as iMovies or Windows Movie Maker</p> <p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	<ul style="list-style-type: none"> • Participants produce two edited audio visual pieces.



Module 4 –Digital Media Skills for Teaching

Time allotted: 3 hours

Unit 1 - Using Digital Media Skills in Teaching Practice

Time allotted: 3 hours

Learning outcomes

This unit will give participants practical experience in:

1. planning a lesson or activity for young adults using their new skills

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Videos on YouTube</u></p> <ul style="list-style-type: none"> • As a wrap up activity, each team is asked to reflect on their YouTube video that they chose as their 'favourite' video earlier in the training programme. • They are each asked to present their YouTube video to the whole group and to state what it is that they like about it. • Now that each group has completed the process of producing and editing their own videos, the trainer asks each team some questions to comment on the production values of their chosen video. • Once all groups have presented their videos, the trainer invites all groups to upload their final edited videos to the private YouTube channel created for the DIME training. 	<p><u>60</u></p>	<p>As a pre-requisite to this activity, the trainer should set-up a private YouTube channel where all teams can upload and share their video projects</p> <p>Training room with chairs for all participants</p> <p>Projector, laptop and screen</p> <p>Access to YouTube</p>	<ul style="list-style-type: none"> • Each team will present their YouTube video, and will demonstrate their learning by responding to the questions posed by the trainer.



<p><u>Using Digital Media Skills in Teaching Practice</u></p> <ul style="list-style-type: none"> • Once all film projects have been uploaded to YouTube, the trainer leads a short group discussion on how the teams can now use their video production skills in their work with young adults. • The trainer gives all participants a blank lesson plan template, and asks each participant to complete the lesson plan template. • Participants are asked to reflect on the new skills they have developed as part of this training and to plan a lesson or activity that they can deliver with young adults, with these new skills. • One member from each group is asked to present their lesson plan to the group. • The aim of this activity is to facilitate idea and knowledge sharing between different participants. 	<p><u>75</u></p>	<p>Copies of a blank lesson plan template for all participants</p> <p>Pens and note-taking materials for all participants</p>	<ul style="list-style-type: none"> • Participants will develop a lesson plan which highlights how they will use their new skills in their work with young adults.
<p><u>Review and Evaluation</u></p> <ul style="list-style-type: none"> • The trainer closes the session with a group discussion on the group's experience with this exercise, focussing on what has been noted or learned. • Each participant is also asked to state how they will use the skills they have developed in their work with young adults. • The trainer distributes copies of an evaluation sheet to all participants and asks that they complete and return it to him/her. 	<p><u>15</u></p>	<p>Copies of evaluation sheet for all participants</p>	<ul style="list-style-type: none"> • Participants will engage in all evaluation activities and complete a short evaluation form.



<ul style="list-style-type: none">• The trainer thanks all participants for their involvement in each of the modules, and their effort in completing their video projects; and closes the workshop			
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FSEA ■ Federazione italiana per la formazione continua
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