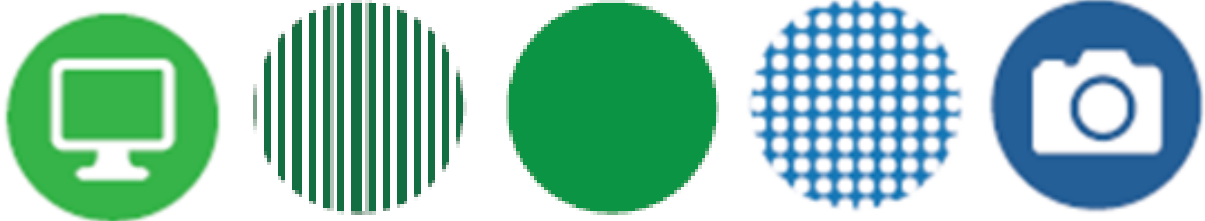# Teachers' Handbook

Telecentre Multimedia Academy

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1. Introduction

The objectives of the training in multimedia

Media literacy has like many social phenomena undergone major changes at the end of last and especially at the beginning of the 21st century. The main change that has pushed media literacy among the key competencies is the emergence of so-called prosumer, a citizen who is both a producer and consumer of media information. This phenomenon has flourished with the advent and exponential expansion of social networks on the Internet and has enabled interactivity between citizens and media.

Telecentre-Europe AISBL has partnered with 7 of its member organizations in order to implement the Telecentre Multimedia Academy (TMA), a 24 months long project aimed at designing, developing and piloting a learning programme on media literacy addressed to adult learners. The TMA project's goal is to provide adult learners with a flexible, easily implementable and modular learning pathway, easily transferable and applicable to a range of diverse contexts and types of organizations. The project aims to achieve these objectives in collaboration and interaction with stakeholders at the European level.

The objective of TMA multimedia training is to empower citizens with a combination of key competencies, including media, information and digital literacy, required for active participation in the modern society.

Results of the background analysis

In the initial stage of the project an extensive Pan – European background analysis was carried out. The objective of the Background Analysis was to review the present learning offers in Europe in the field of media literacy for adult learners as well as to identify the needs of "customers" (trainees of adult

education centres and education institutions). The methodology used in the review included **desk research in two stages:**

1) Pan-European analysis of existing media literacy standards, curricula and certification schemes;

2) country specific development and training programmes in the field of media literacy;

All partners contributed to **field research** in the EU, providing support to the analysis of the collected data. **Data was gathered using interviews and/or questionnaires.**

Representatives from Telecentre-Europe AISBL provided Pan-European analysis of existing media literacy standards, curricula and certification profiles. And partner organizations from Croatia (Telecentar), Serbia (Serbian International Aid Network - IAN), Hungary (Foundation for Development of Democratic Rights - Demnet), Latvia (Latvian Information and Communications Technology Association - LIKTA), Spain (Esplai Foundation), Romania (Educating for an Open Society Foundation EOS) and Lithuania (Langas i Ateiti - Window to the Future) provided in-depth analysis of the existing learning offers in Europe in the field of media literacy for adult learners.

As a result of the context analysis the following conclusions and recommendations have been drowned:

Conclusions

• Media literacy topic is addressed in e-competence framework and digital competence framework. Consequently, the related e-competence descriptions embed and integrate knowledge, skills and attitudes. For each area of digital competence a description is provided, as well as a list of competences that belong to that area.

- Several European standards/projects are defined in the media literacy field. Curricula, based on the convergence between media education and digital literacy (but in most cases media literacy) are integrated in the curricula of broader courses and programmes in media studies, journalism, public relations, communications, etc. This applies both to the formal education system and programmes and courses provided outside of school, such as adult learning.

- Certification schemes in media literacy field are developed by ECDL foundation, Certiport, Council of European Professional Informatics Societies, New Horizons, Adobe training services, Microsoft and others, but they are mainly aimed at IT professionals who would like to stand out on the job market. It should also be noted that the above mentioned certification providers do not offer courses focused exclusively on media literacy, but rather on skills to access media and create media content via specialized software.

- Different countries have different systems of vocational education und methods of informal education, different ways to organize promotion of knowledge, skills and competences. In conclusion, currently there is no comprehensive learning programme targeted at adult learners, which would include all aspects of multimedia literacy : digital competences, civic competences, cultural awareness and creativity (neither in formal, nor informal educational settings). As noted in the European Commission's "Study on the current trends and approaches to media literacy in Europe" it is still the common practice to separate skills related to media education from digital skills.

Recommendations

- Curricula should complement already existing learning offers in Europe in the field of media literacy for adult learners.

- Media literacy learning programmes should be suitable for the needs of various target groups and country specifics, that will allow to use them for adult education programmes with different learning needs and previous experiences as well as different knowledge and skill levels when entering the program.

- It is crucial to provide adult learners with a flexible, simply implementable and modular learning pathway, easily transferable and applicable.

- Curriculum should be connected to the EU e-competence framework and digital competence framework. Three competence areas mentioned in the digital competence framework should be included in the curriculum: content production, integration and re-elaboration of previous knowledge and content, creation of digital and multimedia outputs and programming.

- The program should be compatible with major Pan-European certification schemes and some proficiency tests in the area.

- Curricula and learning materials for adult learners should contain two levels - basic and advanced.

2. Introduction to the structure and content of the Multimedia Academy

This multimedia course consists of two levels. An **advanced level** of three modules: Project Management, Digital storytelling and Audio-visual production; and a **basic course** composed of three modules: Fundamentals of photography, Fundamentals of video production and Fundamentals of Sound production.

Overview of the structure of the training

From each of the modules that make up these two courses it has created been created an instructional design (syllabus) that ensures that all those modules meet the established learning objectives.

Each of these instructional designs are included in this guide so that trainers have an overview of every module. You will find them in the following sections, within each of the modules.

Therefore, and considering this document, you'll notice that each module has been designed with a number of units that meet the objectives set for each module.

The objectives and content are the essence to ensure the skeleton of each module. The duration of each unit as well as the methodology, the software and the evaluation depend on the trainer who will take care of the coordination and implementation of the module. This handbook, in this sense, launches only a proposal for how we have imagined the training of these modules, every trainer, depending on its own experience and the cultural and social context of its organization, will see which the best way to implement every module is.

3. Principles of adult education and the role of the teacher

Adult education has emerged as a necessity caused by large imbalances between person and society produced in the second half of the 20th century.

Specific elements of adult education

Specific of adult education is represented by their engagement in many different roles, in working, political, civic, and family activities. In all these activities occur and conflicts that mark on the adult personality. Adult accept difficult the changes because they involve structural changes of the explanatory models, values and driven direction that were common in his life.

Adult education is not only a process of assimilation, internalization, development, but also a restructuring, generalization process to change the relation between adult and environment. Sometimes adult person have a passive attitude regarding the teaching process, generated by the reluctance to change and the fear of not cope with the demands of learning or diminish social prestige.

Hence it can be concluded that adult education is a process of knowledge, but especially practical action for recovery and application of knowledge and life experiences.

Motivation is one of the most important and specific elements of adult education.

The existence of a motivation is translated by changes in the behaviour:

- Motivation generates action, stimulates the subject, makes it active;
- Motivation guides or directs behaviours towards a goal;
- Motivation performs an overvoltage.

It is essential that adults to understand the relationship between the training proposed and their own interests.

Adult training activity becomes increasingly more the responsibility of the management of each organization and responsibility of each person for its own development.

Principles of adult education

Each of us has its specific way of learning: faster, more efficient, better. What it means to learn better? It means to absorb and to retain more and more serious things, to understand more deeply inter-relationships, causality, and processuality, to use knowledge effectively in practice, in everyday life, to have skills, abilities and competences that can be mobilized in concrete situations.

In contrast to the children, adults are learning complying more or less with certain principles.

Principles of adult learning

- Adults are expected to be treated with respect and their experiences to be recognized;
- Adults want practical solutions to real life problems;
- Adults can reflect and analyse their own experience;
- Adults have different needs to learn;
- Adults can be motivated by the opportunity to fulfil their aspirations and personal needs;
- Adults need support in learning process;
- Adults need to communicate their feelings in their own way;
- Adults are able to make decisions and organize their personal and professional development.

Role of the teacher in adult education

The quality of the training depends both of the motivation and interest of the adult learners but also by the teacher/trainer experience and his qualities, to ensure a proper environment for all four different styles of adult people: active, reflexive, theoretical and pragmatic.

The main role of the teacher is to accomplish the objectives established at the beginning of the training according to adult learner's expectations and their capacity to fulfil all the activities developed within the course.

To achieve good results and to create a comfortable environment for students, teachers should use different important elements that are required in adult trainings whether we talk by formal or informal education.

Teachers in adult education should create a **situation of receptivity.** Raising awareness occurs due to the creation of a personal experience by involving an emotional moment and application of the motivational resources.

An important role is the creation of a **problem-situation** that generates the need for finding a strategy, a solution to the problem.

This must be a pressure situation, in which participants must feel intensely that the restoration of the balance can be done only by solving the problem.

Teachers who organize and operate with adults should be concerned to generate and raise their interest **creating a motivating situation**, their curiosity and the need in relation to the action, as this will put pressure on the participants. Personal success leads to the development of each person's need for affirmation. Should be also considered and the clear perception of the purpose, the facility, social prestige, the value of that activity, etc.

To achieve effective formative situations, **group participation** is essential. The group must have a clear purpose and to act together.

Teacher should be itself a source of information and a pattern of behaviour which lead to the group activity. **Teacher qualities** are:

- Good organizer, guide, leader;

- He/she should have good interpersonal activities (to be able to motivate participants, to identify learning potential in every situation, to valorise participants interventions);

- Permanent source of information, support and help in learning;

- To be a diagnostician of the training needs and learning difficulties;

- To have competence in the field;

- Availability for group work;

- Team spirit;

- Interest for the success;

- Easy adaptation to conditions, anticipating but especially influencing this conditions;

- Evaluator.

Teacher has also the role to transmit a clear, concise, comprehensible message, understandable for the participants and to check always if the message was proper understood.

He/she must have effective listening skills and to:

- Pay full attention to the speaker and to and to achieve visual contact;

- Use an appropriate body language;

- To have a free thinking and avoid prejudices;

- To ask questions in order to be sure that he understood well what participant wanted to say;

- Not react emotionally to words or phrases.

Another important role of the teacher is to provide feedback to participants because feedback is a tool for motivation and correction. Feedback is personal and specific and should be provided at the moment and is given at the time happened.

Control refers to the mastery level of specific problems included in the educational statement and participatory methods mainly used. In a broader view, control can be identified with the **evaluation**.

Recommended **teaching methods** used by trainers in adult education should take account of:

- Group heterogeneity as training level, age, industry, specific problems they face;

- Limited free time;

- Fixing on concrete things, the need for practical activities that can capture the interest and help solving some of the problems faced daily;

- Exploitation of personal experiences;

- Resistance to change, reduced flexibility of cognitive structures (changing attitudes);

- The need for new behaviours that have a strong social impact;

- Avoid theorizing.

The teacher can encounter and manifestations of distrust coming from the participants, that he must understand only in relation with the situation that he put the group during the training.

Interpretation of learning methods

Modern learning methods in adult education are considered essentially experimental, so education is done through personal effort by active participation. These are determined both by the characteristics of the target audience and the particularities of this type of education.

The fundamental idea of experiential learning is that the learner is directly involved in an event, and then is pulling out his own conclusion based on this experience. These conclusions are "lessons learned".

Learning by experience is opposed to learning based on the experience of other people which is characteristic to conventional forms of education; learning by experience is an active learning.

The process of learning by experience is based on four elements:

- Concrete experience;
- Reflection. Remember what happened;
- Abstract conceptualization: you begin to realize the experience, draw conclusions, try to frame the experience patterns (schemes) known, formulate theories and rules;
- Active experimentation. Decision, what exactly from what you learned will be used to improve or change the options for the future.

Related to all this principles of adult education there are different styles that are defining adult people.

Active style

Active people engage in new experiences without prejudice. They enjoy the present, are open minded, which makes them enthusiastic to anything new. They like to deal with crisis situations, they like new challenges but they are bored by details.

Active people learn better in classes where:

- There are new experiences, opportunities to learn from;
- Runs short exercises, group activities;
- There are a number of things that can be tested;
- There is something for them personally;
- May come into contact with others;

- Allowed the conception of new ideas without restrictions;

Reflective style

Reflexive persons sit back and judge experiences, observing them from different perspectives. They collect dates and prefer to analyze them carefully before reaching a conclusion. They are meditative persons that are listening to the others, and try to have the full image before to say their opinion.

Reflexive persons are learning better form courses where:

- Have the opportunity to observe / reflect on activities;
- Have the opportunity to sit back, listening and watching the others;
- Shall have time to think and prepare before doing an exercise, or comment;
- Have the opportunity to recap the events;
- Have written and rigorous demonstration.

Theoretical style

Theorists adapt and integrate their observations in theories that sound logically. They prefer the certitude and not the ambiguity. Learn more easily from people with authority in an impersonal environment.

Theorists learn best in classes where:

- What it is presented is part of a system;
- Have the opportunity to question the basic assumptions and methodology;
- They are taking part in structured activities;
- Can listen or read about ideas, rational concepts;
- Can analyse the causes of success / failure;
- Have available written material, diagrams.

Lifelong Learning Programme

Pragmatic style

Pragmatists are people willing to try out new ideas, theories, and techniques in order to see if it works in practice. They are practical people who take practical decisions. They like to find ways to make things work.

Pragmatists learn best in classes where:

- There is an obvious link between the subject matter discussed and activity;
- applicable ideas are presented clearly;
- They are given opportunity to practice, with comments / assistance of an expert;
- They are provided with a useful model they can replicate;
- They are provided with skills and techniques that apply currently for the activity carried on.

Teacher should identify the style of each participant in the training in order to better respond to the needs and requirements of each adult learner.

Interpretation of assessment formats

Training assessment represents a highly significant and necessary part of the training course. In order to assess training, you need a simple and practical system, which is understood and applied by you.

Therefore, you need to design the assessment right from the beginning:

Write the assessment for the training package. The requirements of an assessment process are:

- A list of the training requirements;
- A method to assess students' knowledge before training;
- A method which validates training upon completion.

A long term approach ensuring the practical application of knowledge. The assessment tools include reaction sheets, tests prior and after the course, and self-assessment sheets.

Course assessment may be also carried out using the four-level training evaluation model:

- Reaction
- Learning process
- Behaviour
- Results

Level 1: Reaction

It measures what participants felt about certain aspects of the course: content, teacher, agenda, and organization. One reason to measure reaction is to ensure that participants are motivated and interested in learning.

Since reaction is easily measured, almost everyone does it. For an effective measurement, do the following:

- Determine what you want to find out;
- Use a regular questionnaire;
- Design a form that will quantify results;
- Get honest responses through anonymous questionnaires;
- Allow students to write comments.

From reaction evaluation you may infer how well is a program accepted. Get information on how to improve a future program.

Level 2: Learning process

The learning process represents the extent to which knowledge is acquired, skills are improved and attitudes changed during the training.

Here are some suggestions to measure learning:

- Use a „before-after" system so that learning may be linked directly to the training program;
- Learning should be measured against objectives;
- Where possible, use a control group to compare it to the one that received training;
- During training there may be built „before and after" situations in which participants demonstrate what they have learned.

Level 3: Behaviour

Behaviour or training transfer represents the extent within which the participants change their personal and professional behaviour as a result of the training they received.

If the adults will change their behaviour at work or when looking for a job in the field they were trained, there should be the following requirements:

- To aim to improve performance;
- To acknowledge their weaknesses;
- To work in a permissive environment;
- To be helped by stakeholders holding skills;
- To benefit from opportunities to try new ideas.

Level 4: Results

The objectives of the training programs may be laid down as desired results. Some training programs are very easy to measure in terms of results. The complexity increases from level 1 of the training assessment to level 4.

Each assessment method aims to:

- To decide whether to continue or not the training program;
- To improve future programs;
- To validate your existence as a professional trainer;
- To identify new training needs.

4. Teaching Methods

The objectives, needs and number of participants will help in choosing the most effective training methods.

Costs, availability, constraints in terms of time will be factors considered in making the decision. A training method represents a way to achieve a goal. The choice of the technique or combination of techniques with the highest degree of efficiency depends on the resources available to the specificity of the group of participants and not least on the talent, creativity, and experience of the teacher.

Given the fact that the training under the TMA project involves a higher degree of interactivity, the learning methods used should focus more on those that offer a greater potential for interaction both with the teacher and with other participants in the course.

Learning techniques

Discussion group - working group

It is a less formal presentation form that may be used with groups of approx. 20 participants. It involves time allowed to the intervention of the participants (comments, questions, answers, presentation of personal experiences etc.); it has to be flexibly planned so that these interventions do not hinder the presented material.

The objectives of the discussion are:
- to involve actively the audience;
- to provide opportunity for exchange of experience;
- to facilitate the presentation of several points of view;
- to develop skills of self-expression.

The teacher's role, beside the one to present new theoretical concepts, is to facilitate discussion in the sense of involving all participants in discussion, to not allow deviation from the topic, to draw conclusions where appropriate.

To meet these requirements, the teacher should:

- stimulate the discussion by asking open questions;
- ask for contributions from the inactive participants;
- check comprehension by asking verification and clarifying questions;
- adopt an open attitude, non-evaluative;
- prevent the domination of the discussion by a small number of participants;
- not dominate the group;
- not control the conversation; his/her role is rather one to help the group reach a conclusion than impose his/her own.
- to not allow deviations from the topic.

Small group discussion

Participants are divided into groups of 4-5 students to share their experience or to work together. Use this method when you have time to process the answers of each group. This is an effective method to obtain the participation of all students.

Multimedia techniques

This will be one of the most common learning techniques in the TMA training course given the objectives and main goal of this project.

It is the result of combining a variety of techniques: audio, video, text, graphics, photography, animation etc. Generally, these are combined to give an interactive training launched on a computer. The advantage is that the speed of the program may be adapted to the needs of each participant.

By observing the course materials and using this method, the teacher may get great results in the training course.

Reading of materials

It involves providing texts/materials carefully chosen, with a high degree of relevance to the studied topic, which participants are asked to read and comment in group. It is a proper technique to "break the flow" during a presentation and it may be effective to impress the information. The success of this technique depends on how closely the materials are selected and how it is managed the comments' session.

Presentation of video materials

The advantage of this method compared to the previous lies in the increased power held by the image in relation to the written or spoken words. It is essential that the video presentations are short and followed by discussion/comment sessions guided by the teacher. The technique is useful when the filmed situations would be impossible to reproduce by other techniques and/or where resources are limited. As with the previous method, the choice of materials and how the session of discussions conducted is are elements of high importance.

A very interesting option is the one when the video footage represents exactly the performance of the group of participants - for example, in a session for developing presentation skills, filming and subsequent presentation of the participants' presentation exercises, followed by feedback sessions.

Demonstration

It involves to say or to show the participants how to solve some very specific tasks, so that they become able to immediately apply their learning. The disadvantage of this method is that it provides a "recipe" for carrying out the tasks in which the creativity of the participants is minimized.

Presentation

It is a less participatory technique, involving the transfer of information to the audience in a format and time planned for in advance. It may be interactive to a certain extent if followed by a session of questions and answers.

To be fully effective, a presentation should not exceed 30-40 minutes and should not call into question more than three new ideas/concepts.

Simulation

The purpose of using this method is to facilitate the transfer of theoretical knowledge into practice within an environment that though reproduces real conditions; it remains, however, a protected environment.

Naturally, every teacher may use in addition to the learning techniques mentioned above other techniques he/she applied over time during the developed training courses, or other training techniques that he/she deems necessary according to the particularities of the target group and to achieve the proposed goals.

5. Introductory Session in courses of basic level

In lectures, students will acquire theoretical basics of multimedia production, including digital sound, digital photography and digital video.

During the first part of exercises, the students will acquire basic skills of sound recording and editing and participate in a team production of digital audio content. In the second part of exercises, they will learn the basic skills of photography and image editing and participate in a team production of digital photos. In the third part of exercises, the students will learn how to shoot and edit video. The final team production exercises will combine the skills of digital video production with previously acquired skills of digital sound production and photography.

The TMA basic modules have been developed thinking on a specific target group. Those are the **minimum requirements for adults** who will participate as students in basic modules:

- Age between 18 to 70 years;
- To have completed the compulsory education;
- To have minimum ICT skills and digital competences and at least basic skills related to media literacy field
- Knowledge about Common operating systems such as Microsoft Windows, Mac OS X, Linux, Android, iOS, etc.;
- Knowledge about office applications (Microsoft Office, Open Office, Google Docs, iWork, etc.) and standard computer productivity applications such as word processing, spread sheet, presentation, multi-media, and file and data management;
- Knowledge and skills related to the use of standard Web browser applications, including Microsoft Internet Explorer, Mozilla Firefox, Safari, Chrome, Opera, etc.;
- Knowledge and skills related to the use of standard communication applications such as e-mail, instant messaging, and online tools;
- Minimum level of digital competences for taking photos;
- Minimum level ok skills for managing Music with various Media Players;

- Skills related to the use of smart devices as: internet tablets, smartphones;
- Knowledge and skills for installing a program or an application on a computer/smart device;

Software to be used during the TMA basic course

In the TMA project the software that will be used to equip the PCs/laptops in order to pilot the learning pathway will vary between piloting countries according to their national, local and organizational resources in terms of software.

Piloting countries can choose which type of software to use as long as this software meets all the necessary conditions to complete the curriculum activities.

Type of software that can be used by piloting partners:

Adobe Software

Adobe Creative Suite 6 Production Premium and Photoshop Elements 11 and Premiere Elements 11 ESD WW;

Open sources Audio editing software

- Audacity – audio editor

Open sources Video editing software

- Avidemux – video editing software
- Windows movie maker – video editing programme
- VirtualDub – video editing software

Open sources Photo editing software

- GIMP – photo editing software
- Paint.NET - photo editing software

- Photo gallery Windows Live – photo editing software

Other important technical requirements regarding the training classroom

- High speed internet connection (wireless or fixed line);
- For trainers presentations you will need a presentation PC (laptop), a video projector screen or whiteboard, internet connection;
- Flipchart is also recommended.

All the piloting partners need to check if they have available all the licenses for OS – Windows XP with SP3, Windows Media Centre, Windows Vista, Windows 7 and also if they have available licences for Office software.

Module 1: Fundamentals of Sound Production

Description of the module

Modern technology offers the opportunity to hear sound at normal quality with the help of various means of sound storage. The task of the sound master is to record sound in a mechanical or electronic way; if necessary, to modify sound and then to present it.

During this basic level course regarding sound, adult learners will become familiar with formats of sound storage, analogous or digital multitrack recording devices, work stations, tools which help the modification of sound (e.g. compressor, limiter, equaliser), and power amplifiers; they will also gain and some computer skills. Besides all this, the course offers and qualification for radio editing and presentation.

Objectives of the training

The objectives of the training is to understand the basic principles of sound and acoustics; understand the basic work processes of sound design and the basic

settings for sound recording; understand the characteristics and operation of microphone types; development of digital skills in sound production: sound editing and sound formats; understanding and mastering sound cutting work processes: preparation phase, recording, post-production.

Contents of the training

Upon completion of this module, students will be able to distinguish basic types, principles of operation and characteristics of microphones, connect devices in a simple system for digital sound recording, demonstrate sound recording, enter the audio files in a computer, make simple adjustments of audio, add narration, sound effects and background music, and export audio files intended for publication in different media platforms.

Learning program design

See annex 1 called Learning pathway.

Module 2: Fundamentals of Photography

Description of the module

The module consists of 6 units of learning material on main photography technics, image composing rules, camera exposure and colour controls as well as adjusting image scenery lights. Students will learn how to make a more impressive and artistic images, how to use of natural and artificial lighting, light and exposure effects. Students will learn the fundamental theories of photography by using through lots of practical exercises with quality DSLR cameras and other photography tools.

Objectives of the training

This course will introduce the photography fundamentals, learn to make more artistic digital photos as well as to use natural and artificial light opportunities. Upon completion of the course, students will be able to create a simple digital photography content in highly improved photography concept and quality.

Contents of the training

Upon completion of this module, students will be able to name and describe the basic elements of visual art, describe the basic principles of the image composition, list parts of camera, photo equipment and explain their functions, explain the concept of resolution, demonstrate the control of exposure, white balance, ISO sensitivity and depth of field, describe the basic light setups, take pictures in the interior and exterior, enter the recorded files into the computer, perform basic photo corrections using software for image processing and export files in formats adapted for publication in different media platforms

Learning program design

See annex 1 called Learning pathway.

Module 3: Fundamentals of Video production

Description of the module

Basic Course has 3 parts about a brief history of film and video, about film grammar and some rules of filmmaking. You will be able to work out a short film e.g. with interview technique. We will give you some tools in order you can create your own video project. There are lots of practical exercises with professional people who support the development of your approach according to the digital world and open your mind to an interesting, colourful new world around you.

Objectives of the training

The aim of our basic video module is to learn and master the work processes of film-making, to develop digital and creative skills, and to obtain media knowledge. During the course, you can become familiar with the short history of film and you will see what a script has to contain. You will get a glimpse of how a professional film crew works, and you can even make an interview.

Contents of the training

Upon completion of this module, students will be able to name the main video formats, enumerate the basic film plans, describe the basic rules of framing and shooting video sequences, demonstrate manual adjustment of basic audio-visual parameters, record video and audio, import video, audio and graphic files into the program for nonlinear video editing, edit and synchronize video, narration and background music, add text, and export files in formats adapted for publication in different media platforms.

Learning program design

See annex 1 called Learning pathway.

6. Introductory session in courses of advanced level

In lectures, students will acquire theoretical basics of project management, visual communication and digital media storytelling.

During the exercises, the students will go through the project cycle defining project ideas, collecting and processing the information necessary for the implementation of projects, preparation and presentation of project plans, project implementation, monitoring and control, team production of digital media content, publishing media content in a variety of formats, and the final evaluation of the results in relation to the initial plans and presentation to the target users.

The project approach to teaching will enable the development of generic competencies, including internal and external communication skills of the project team, as well as the entrepreneurial competencies of planning and implementation of educational media ventures within the given timeframe and with limited human, material and financial resources.

Practical implementation of media projects encourage the development of creativity, written and oral language skills, digital literacy, critical thinking and problem solving, prominent among the core competencies in the European Framework for lifelong learning.

The TMA advanced modules have been developed thinking on a specific target group. Those are the **minimum requirements for adults** who will participate as students in basic modules:

- Age between 18 to 70 years;
- To have completed the compulsory education;
- To have minimum ICT skills and digital competences for the introductory course in media literacy;
- To have minimum ICT skills and digital competences and at least basic skills related to media literacy field
- Knowledge about the use of different software for editing musical and video elements;

- Skills for working with digital media elements for: downloading, uploading, creating and editing photos, videos and music files;
- Basic skills in Digital Photography;
- Knowledge on social networks in order to post videos, images (Facebook, Twitter, Google+, LinkedIn);
- Skills for transferring information from a camera/video recorder into the computer;
- Skills for basic Picture Editing;
- Skills to edit for Size and Resolution;
- Skills related to Techniques for Fixing Common Flaws;
- Skills about sharing Digital Photos;
- Skills and knowledge for Making, Editing, and Sharing Digital Video Movies;

Software to be used during the TMA advanced course

In the TMA project the software that will be used to equip the PCs/laptops in order to pilot the learning pathway will vary between piloting countries according to their national, local and organizational resources in terms of software.

Piloting countries can choose which type of software to use as long as this software meets all the necessary conditions to complete the curriculum activities.

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Other important technical requirements regarding the training classroom

- High speed internet connection (wireless or fixed line);
- For trainers presentations you will need a presentation PC (laptop), a video projector screen or whiteboard, internet connection;
- Flipchart is also recommended.

All the piloting partners need to check if they have available all the licenses for OS – Windows XP with SP3, Windows Media Centre, Windows Vista, Windows 7 and also if they have available licences for Office software.

Module Fundamentals of Project management

Description of the module

Project Management is something that every person is faced with at some stage of his or her life. All projects have common characteristics: every project has a scope, budget, timeframe and schedule.

Project Management is all about management of processes. These processes must be clearly defined and well implemented. The project life cycle is fairly simple—

first you start the project (called Initiating), then you go on to actually do the project (through the Planning, Executing, and Controlling phases, which form a loop), and finally you finish with everyone happy and a strategy for the future in place (Closing). In this module all these processes within a Project Life Cycle are described in detail, with the focus on the SMART objectives, Project plan, Gantt chart, Project budget, Risk & Change Management and Group Development.

Objectives of the training

Upon completion of this module, students will be able to define the concept of the project, explain the role of project management, write a brief description of the project, define the objectives and expected results of the project, divide the project into smaller components, make a schedule of activities, and plan the roles and responsibilities of the project team members.

Contents of the training

Upon completion of this module, students will be able to define the concept of the project, explain the role of project management, write a brief description of the project, define the objectives and expected results of the project, divide the project is into smaller components of the work breakdown structure, make a schedule of activities, and plan the roles and responsibilities of project team members.

Learning program design

See annex 1 called Learning pathway.

Module 1: Digital Storytelling

Description of the module

With the development of new media tools it is becoming more popular to create a 3-5 minute video for personal, educational or professional purposes.

In this module the learners will get acquainted with the use of different types of digital stories for various purposes, analyse what elements can make an emotionally charged and a powerful digital story and develop storytelling skills - starting with getting to the idea, analysing what themes can make the basis of a story and how to link all the ideas into a coherent story.

Objectives of the training

The objectives of this module is to understand in what way a traditional story is different from a digital and what elements are essential to make a powerful digital story, to acquire practical skills how to organize information necessary for digital story, practice interviewing and reporting skills, make a story map and a story board. During this module the participants will develop their ideas that they will implement in Audio-visual production module.

Contents of the training

Upon completion of this module, students will be able to explain the role of oral and written storytelling, art design and digital technologies in the development of media literacy, create a folder (story map) and screenplay for media projects, specify the key questions used in gathering media information and demonstrate basic media storytelling techniques, including interviewing and reporting.

Learning program design

See annex 1 called Learning pathway.

Module 2: Audio-visual Production

Description of the module

In this part of the course, students will apply the multidisciplinary knowledge and skills of project management, digital storytelling, sound recording and processing, photography and image processing, and video recording and editing.

Objectives of the training

The objectives of this module is to develop students' creativity, written and oral language skills, digital literacy, critical thinking and problem solving skills, prominent among the core competencies in the European Framework for lifelong learning.

Contents of the training

Students will participate in team implementation of educational media projects and thereby acquire the practical skills of low-cost media productions in a non-formal or academic environment. In this part of the course, students will apply the multidisciplinary knowledge and skills of project management, digital storytelling, sound recording and processing, photography and image processing, and video recording and editing.

Learning program design

See annex 1 called Learning pathway.

7. Some useful tips before you start.

In order to improve the training and the learning methods used to conduct the programme course you can use helpful visual aids which will lead you to better results.

Before you think which of the following visual aids you want to use, please make sure that the training room has the necessary equipment and office supplies needed to realise your proposed activity.

Overhead projectors

- On the transparent films for the projector write at most 8/10 words per line;
- If possible, do not exceed 8 lines per sheet;
- Make sure the letters are large enough to be read easily;
- Use permanent markers on reusable sheets;
- Use only visible colours (avoid yellow, for example);
- For a higher impact, use highlights;
- Position the screen so as to avoid light reflection;
- Check visibility from all corners of the room and try to make sure that no one has an improper view of the text;
- Turn off the projector after you finished the presentation of the sheet;
- Allow the students enough time to read the information.

Flipcharts/whiteboards

- Prepare firstly the charts etc. using the pencil and then the marker;
- Move while writing, but avoid facing the board when speaking;
- Use strong, dark, colours, that may be readable from afar (black, blue, green);
- Adjust the flipchart to your height.

Video presentations

- Modern presentation tools offering the opportunity to prepare information in advance and to reuse it if required;
- Requirements: computer and relevant equipment of the room.
- Use of slides
- Background used to facilitate not hinder reading;
- Do not place much information on a slide (max. 6 lines);
- Use letters easily legible (like Arial), large (font size not less than 24);
- Do not use more than 2 colours;
- Use animation sparingly so as not to distract from the discussed topic;
- Ensure style consistency in slides (same size, shape, position and colour for titles, same characters for text, same highlighting type);
- When you have to place on a slide a larger text, highlight the important keywords;
- Remember that the purpose of the slides is to impress the information, to show the significant elements, and not to be a „book" to read from;
- For a dynamic presentation use graphs, charts, photos.

Size of the group

The recommendation from the experience implemented during the TMA project is that the optimal group to develop an multimedia training is of 10 participants.

Preparation of the face-to-face classroom

The Pilot training sessions should be set-up in a computer classroom, with at least 10 work-stations - one for each end user. If a classroom with 10 work-stations is not available, use a standard meeting/conference room and equip it with internet connected laptops. The venue must be easy accessibility for the participants and to have comfortable social premises (i.e. toilet, room for having a meal etc.).

8. Contact information

Official name: **Telecentre Europe AISBL**

Short name: Telecentre Europe

Address: Rue du Meridien 30, 1210 Brussels, Belgium

Office phone: +32 2 35 00 627

e-mail: peter.palvolgyi@telecentre-europe.org

Web page: www.telecentre-europe.org

Contact person : Peter Palvolgyi

Short description

Telecentre Europe is a European non-for-profit organisation (NGO) and a member based association with a central office in Brussels, Belgium. We represent publicly funded telecentres/telecentre networks, ICT learning centres, adult education centres and libraries across Europe where children and adults can access the Internet, learn the latest digital skills and keep up to date with technology and community developments. We coordinate a number of projects, programmes and campaigns that empower people through ICT by finding new paths to employment, community life, relevant information and staying in touch with friends and family. All our members and partners believe that Information and Communication technology has an enormous potential to combat social exclusion and poverty.

Official name: **Foundation for Development of Democratic Rights**

Short name: DemNet

Address: 1052 Budapest, Apáczai Csere János u. 1. IV/40. HUNGARY

Office phone: +36 1 411-0410

e-mail: feher.krisztina@demnet.org.hu

Web page: www.demnet.hu

Contact person : Fehér Krisztina

Short description

DemNet's vision is a world based on the responsible and sustainable relationship of self-organised citizens and their communities respecting human dignity. DemNet's mission is to facilitate and strengthen cooperation and self-organisation processes of community actors. DemNet designs its operation and activities on base of its core values and approaches: transparency, innovation, creativity, locality, and the participatory approach. DemNet has been providing "democracy support "since 1996 with a special focus on civil society development in Hungary and in countries of Western Balkans and Eastern Europe.

Official name: **Fundatia EOS - Educating for An Open Society**

Short name: EOS

Address: Treboniu Laurean, no. 5, ap. 5, Timisoara, Romania

Office phone: +40 256 498 172

E-mail: office@eos.ro

Web page: www.eos.ro

Contact person**:** Cornelia Popescu

Short description

Educating for an Open Society Romania (EOS) is a private, non-profit organization, originally established in 1999. EOS Romania now has over 15 years of experience in the development of programs and projects related to ICT for development for the public and private sectors.

EOS started its work in Romania with the main objective to promote and support any activities related to the use of new Information and Communications Technologies in the field of education, with a particular focus on primary and secondary teachers.

At present, EOS Romania develops key projects leading to the promotion of the Information and Knowledge Society across the wider community at national level. EOS work extends now beyond mainframe education projects, serving and supporting communities in Western Romania to bridge the digital divide and overcome their social, geographic, economic or cultural disadvantage by exploiting the potential of new technologies.

Official name: **International Aid Network**

Short name: IAN

Address: Djure Danicica 5, 11000 Belgrade, Serbia

Office phone: +381 11 322 97 32

e-mail: edu@ian.org.rs

Web page: www.ian.org.rs/telecentar

Contact person: Ivan Stojilovic

Short description

IAN is a Serbian NGO active since 1997 in promoting human rights and democracy and providing support to marginalised groups through professional and psycho-social empowerment, information, and legal assistance. IAN has three Programme Units: Education Department, Centre for Rehabilitation of Torture Victims, and Mental Health Department.

The Education Department (IAN Telecentar) is engaged in supporting social inclusion through the promotion of life-long learning, with a focus on increasing IT literacy and other modern skills of vulnerable groups (youth, women, people with disabilities, the unemployed, Roma, victims of torture, at-risk youth). Developing people`s competencies required for active participation in the knowledge economy and adjustment to the needs of the labour market, IAN has already provided more than 6500 free ICT and other professional empowerment courses for disadvantaged groups. These education programmes aim at supporting their social integration, possibility for employment, as well as psychosocial rehabilitation.

TC TELECENTAR

Official name: **Telecentar**

Short name: Telecentar

Address: Kikićeva 13, 10000 Zagreb, Croatia

e-mail: info@telecentar.com

Web page: www.telecentar.com

Contact person : Žarko Čižmar

Short description

Telecentar from Zagreb, Croatia, is a non-governmental, non-profit organization formed in 2005 as a coordination centre for the regional network of civil society organizations from Croatia, Serbia, Macedonia and Bosnia and Herzegovina. Telecentar's mission is promotion of lifelong learning as a development tool for all the citizens. The main goal is development of competencies needed by all the citizens in order to actively participate in a knowledge society. Telecentar's projects include development of occupational and qualification standards, competence frameworks, curricula, teaching and learning resources, education surveys and implementation of ICT and digital media training targeting all age groups.

Lifelong
Learning
Programme

Official name: **Latvian Information and Communication Technology Association**

Short name: LIKTA

Address: Stabu 47, Riga ,Latvia

Office phone: + 371 67311821

mail: eprasmes@likta.lv

Web : www.likta.lv ; www.eprasmes.lv

Contact person : Mara Jakobsone, Vice Président

Short description

Latvian Information and Communication Technology Association (LIKTA) is a non-governmental professional organisation, encompassing the ICT industry and ICT professionals, established in 1998. With it members LIKTA represents more than 27 000 ICT professionals in Latvia.

The principal objective of LIKTA is to promote and further the development of Information Society and ICT industry in Latvia.

LIKTA is one of the leading e-skills and e-Inclusion stakeholders in Latvia: coordinating and implementing practical activities, developing innovative approach and methodologies for e-Skills development and professional ICT training in Latvia. LIKTA is a member of Pan- European associations: CEPIS, TE and ECDL foundation.

Official name: **Asociacija Langas į ateitį**

Short name: Langas į ateitį

Address: Laisves ave. 3, Vilnius LT-04215

Office phone: +370 52397813

e-mail: info@langasiateiti.lt

Web page: www.langasiateiti.lt

Contact person : Loreta Križinauskienė

Short description

Association Langas į ateitį (Lithuania) – a national-wide NGO which mission is to participate in the development of Information Society, increase the accessibility of the Internet and e-services in Lithuania by providing computer literacy and Internet training to adults.

Official name: **Fundación Acción Social y Tiempo Libre ESPLAI**

Short name: ESPLAI

Address: Carrer Riu Anoia 42-54 "ESPLAI BUILDING", El Prat de Llobregat (Barcelona) 08820 SPAIN.

Office phone: 0034 934 747 474

e-mail: fundacion@fundacionesplai.org

Web page: http://fundacionesplai.org/

Contact person: Alba Agulló

Short description

Fundación Esplai has as an aim educating children and young people during leisure time and developing e-inclusion projects addressed to vulnerable groups at national and international level, with the purpose of transforming society and favouring social inclusion.

9. Annex 1: LEARNING PATHWAY

Course: Basic Course of Media Literacy Course structure: 1 + 3 (lectures + exercises)

OBJECTIVES

The aim of this course is to familiarize students with the basics of sound recording and editing, photography and image editing, and video recording and editing.

COURSE DESCRIPTION

In lectures, students will acquire theoretical basics of multimedia production, including digital sound, digital photography and digital video.

During the first part of exercises, students will acquire basic skills of sound recording and editing and participate in a team production of digital audio content. In the second part of exercises, they will learn the basic skills of photography and image editing and participate in a team production of digital photos. In the third part of exercises, the students will learn how to shoot and edit video. The final team production exercises will combine the skills of digital video production with previously acquired skills of digital sound production and photography.

LEARNING OUTCOMES

Upon completion of the course, students will be able to

- Create a simple digital audio content
- Create a simple digital photography content
- Create a simple digital video content

COURSE CONTENT

INTRODUCTION

Students will become familiar with the objectives of the course, syllabus, literature, the space and media equipment, and media lab that will be used in lectures and exercises.

FUNDAMENTALS OF SOUND PRODUCTION

Upon completion of this module, students will be able to distinguish basic types, principles of operation and characteristics of microphones, connect devices in a simple system for digital sound recording, demonstrate sound recording, enter the audio files in a computer, make simple adjustments of audio, add narration, sound effects and background music, and export audio files intended for publication on different media platforms.

FUNDAMENTALS OF PHOTOGRAPHY

Upon completion of this module, students will be able to name and describe the basic elements of visual art, describe basic principles of the image composition, list parts of camera, photo equipment and explain their functions, explain the concept of resolution, demonstrate the control of exposure, white balance, ISO sensitivity and depth of field, describe the basic light setups, take pictures in the interior and exterior, enter the recorded files into the computer, perform basic photo corrections by using software for image processing and export files in formats adapted for publication on different media platforms.

FUNDAMENTALS OF VIDEO PRODUCTION

Upon completion of this module, students will be able to name the main video formats, enumerate the basic film shots, describe the basic rules of framing and shooting video sequences, demonstrate manual adjustment of basic audio-visual parameters, record video and audio, import video, audio and graphic files into the

software for nonlinear video editing, edit and synchronize video, narration and background music, add text, and export files in formats adapted for publication on different media platforms.

LITERATURE

- Ohler, Jason B. (2013) Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning and Creativity. Corwin.
- Ang, Tom. (2012) Digital Photographer's Handbook. Dorling Kindersley
- Schroder, Carla. (2011) The Book of Audacity: Record, Edit, Mix, and Master with the Free Audio Editor. No Starch Press.
- Lecarme, Olivier. (2013) The Book of GIMP: A Complete Guide to Nearly Everything. No Starch Press.

SOUND MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Course Introduction	1	Understand the aims of the course	Course overview	Class discussion	Presentation editor	Formative - expectation survey
Copyright	1	Understand the copyright concept	Public domain, Creative commons	Lecture	Presentation editor	Formative - checks for understanding
TOTAL	2					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

SOUND MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Basics of Sound	1	Understand basic principles of sound and acoustics	Waves, frequency, loudness	Lecture	Presentation editor	Formative - checks for understanding
Sound Design	1	Understand the basic workflow of sound design	Sound recording, editing and reproduction	Presentation	Presentation editor	Formative - checks for understanding
Recording System	2	Understand the basic sound recording setups	Microphone, cable, mixer, amplifier, sound card, computer, recorder, editor, player, speakers, storage	Exercise	Audio editor	Formative - classroom activity
Microphones	2	Understand principles of operation and characteristics of microphones	Microphones and accessories	Demonstration	Media player	Formative - classroom activity
Audio Editing	4	Develop digital skills	Importing audio, editing sound, narration, music, sound effects, exporting files	Demonstration	Audio editor	Formative - classroom activity
Audio Distribution	2	Develop digital skills	Audio formats, podcasting	Demonstration	Audio editor	Formative - classroom activity
Radio	8	Develop creative skills	Radio pre-production, production and post-production	Team project	Audio editor	Summative - project assignment
TOTAL	**20**					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

PHOTOGRAPHY MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Visual Communications	1	Name the basic types of visual communications	Graphic design, art, photography, multimedia	Lecture	Presentation editor	Formative - checks for understanding
Image Composition	1	Describe the basic principles of the image composition	Golden section and rule of thirds	Presentation	Presentation editor	Formative - checks for understanding
DSLR Camera	1	Name parts of the DSLR camera and their function	Lens, viewfinder, body, shutter release, aperture, image sensor, memory card, battery	Demonstration	Presentation editor	Formative - classroom activity
Camera Exposure	1	Understand principles of controlling exposure	Lens aperture, shutter speed and ISO settings, depth of field	Demonstration	Presentation editor	Formative - classroom activity
Color Control	1	Understand basics of color photography	White balance	Demonstration	Presentation editor	Formative - classroom activity
Light	1	Understand the basic light setups	Natural light, studio lights, flash lights, accessories	Demonstration	Presentation editor	Formative - classroom activity
Photo projects	8	Develop creative skills	Portrait, architecture, landscape, sport, wedding, birthday	Individual project	Photo editor	Summative - project assignment
Image editing	6	Develop digital skills	image formats, crop and resize image, exposure and color corrections, photo portfolio	Individual project	Image editor	Summative - project assignment
TOTAL	20					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

Lifelong Learning Programme

VIDEO MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Film and Video	1	Understand the role of film and video in media literacy	Short history of film and video	Lecture	Presentation editor	Formative - checks for understanding
Film grammar	1	Understand the basic film terminology	Frame, shot, scene, sequence, composition, formats, sizes, angles, camera movements	Presentation	Media player	Formative - checks for understanding
Filmmaking rules	1	Understand the basic filmmaking rules	180 degree rule, varying shots by size and angle, rule of thirds - film dialogue	Demonstration	Media player	Formative - classroom activity
Video production	1	Understand the video pre-production, production and post-production workflow	Script, screenplay, storyboard, production plan, non-linear video editing, video distribution platforms	Presentation	Presentation editor	Formative - checks for understanding
Video editing	8	Develop digital skills	Importing media, adding, moving, deleting, trimming clips, rough and fine cut editing, exporting video	Demonstration	Video editor	Formative - classroom activity
Video project	16	Develop creative skills	Reportage, video interview	Team project	Video editor	Summative - project assignment
TOTAL	28					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

Course: Advanced Course of Media Literacy Course structure: 1 + 3 (lectures + exercises)

OBJECTIVES

The aim of this course is to familiarize students with the methods of project planning, creation and distribution of media content for teaching and learning with digital media technologies.

COURSE DESCRIPTION

In lectures, students will acquire theoretical basics of project management, visual communication and digital media storytelling.

During the exercises, students will go through the project cycle defining project ideas, collecting and processing the information necessary for the implementation of projects, preparation and presentation of project plans, project implementation, monitoring and control, team production of digital media content, publishing media content in a variety of formats, and the final evaluation of the results in relation to the initial plans and presentation to the target users.

The project approach to teaching will enable the development of generic competencies, including internal and external communication skills of the project team, as well as the entrepreneurial competencies of planning and implementation of educational media ventures within the given timeframe and with limited human, material and financial resources.

Practical implementation of media projects encourage the development of creativity, written and oral language skills, digital literacy, critical thinking and problem solving, prominent among the core competencies in the European Framework for lifelong learning.

LEARNING OUTCOMES

Upon completion of the course, students will be able to

- Write the script for media project (radio drama, radio reportage, radio interview, audio podcast, video reportage, video interview, short documentary)
- Develop and present a plan for the implementation of media project
- Create a digital media content
- Participate in the exchange of project information
- Present the results of media project
- Evaluate the media works

COURSE CONTENT

INTRODUCTION

Students will become familiar with the objectives of the course, syllabus, literature, the space and media equipment, and media lab that will be used in lectures and exercises.

FUNDAMENTALS OF PROJECT MANAGEMENT

Upon completion of this module, students will be able to define the concept of the project, explain the role of project management, write a brief description of the project, define the objectives and expected results of the project, divide the project is into smaller components of the work breakdown structure, make a schedule of activities, and plan the roles and responsibilities of project team members.

DIGITAL STORYTELLING

Upon completion of this module, students will be able to explain the role of oral and written storytelling, art design and digital technologies in the development of media literacy, create a story map and script for media projects, specify the key questions

used in gathering media information and demonstrate basic media storytelling techniques, including interviewing and reporting.

AUDIO-VISUAL PRODUCTION

Students will participate in a team implementation of educational media projects and thereby acquire the practical skills of low-cost media productions in a non-formal or academic environment. In this part of the course, students will apply the multidisciplinary knowledge and skills of project management, digital storytelling, sound recording and processing, photography and image processing, and video recording and editing.

PRESENTATION AND EVALUATION OF MEDIA PROJECTS

The project cycle will be completed with internal presentation of educational media works created during the course, followed by self-evaluation and peer evaluation of the educational and informational aspects of produced materials. Students will jointly organize and manage public presentation of audio-visual works with an accompanying exhibition and promotion through social networks.

LITERATURE

- Ohler, Jason B. (2013) Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning and Creativity. Corwin.
- Ang, Tom. (2012) Digital Photographer's Handbook. Dorling Kindersley
- PMI Educational Foundation. (2011) Project management skills for life. Project Management Institute.
- PMI Educational Foundation. (2011) Project Management Toolkit for Youth - Building Project Management Skills for the 21st Century. Project Management Institute.
- Schroder, Carla. (2011) The Book of Audacity: Record, Edit, Mix, and Master with the Free Audio Editor. No Starch Press.
- Lecarme, Olivier. (2013) The Book of GIMP: A Complete Guide to Nearly Everything. No Starch Press.

DIGITAL STORYTELLING MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Introduction to Project Management	1	Understand the role of project management	Course overview	Class discussion	Presentation editor	Formative - expectation survey
Project Scope Management	1	Understand methods of describing projects	Work Breakdown Structure, Project Scope Statement	Lecture	Presentation editor	Formative - checks for understanding
Human Resource Management	1	Understand methods of human resource planning	Responsibility Assignment Matrix	Lecture	Presentation editor	Formative - checks for understanding
Time Management	1	Understand time planning methods	Time planning methods	Lecture	Spreadsheets	Formative - checks for understanding
Time Management	1	Develop time planning skills	Gantt Chart	Exercise	Spreadsheets	Formative - classroom activity
Cost Management	1	Understand cost planning methods	Cost planning methods	Lecture	Spreadsheets	Formative - checks for understanding
Cost Management	1	Develop cost planning skills	Budget	Exercise	Spreadsheets	Formative - classroom activity
Communication Management	1	Understand communication methods	Communication methods	Lecture	Communication tools	Formative - checks for understanding
Communication Management	1	Develop communication skills	Communication Matrix Worksheet	Exercise	Text editor	Formative - classroom activity
Project Process Groups	1	Understand project processes	Initiating, planning, executing, monitoring and controling, closing	Lecture	Presentation editor	Formative - checks for understanding
Project Proposal	6	Develop project planning skills	Project proposal development	Team project	Office Suite	Summative - project assignment
TOTAL	**16**					

DIGITAL STORYTELLING MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Introduction to digital storytelling	1	Understand the role of digital storytelling in media literacy	Oral and written storytelling, art design and digital technologies	Lecture	Presentation editor	Formative - checks for understanding
Storytelling techniques	1	Develop storytelling skills	Story core and story mapping	Lecture	Presentation editor	Formative - checks for understanding
Interview	2	Develop information gathering skills	Basic interviewing techniques	Role playing	Presentation editor	Formative - classroom activity
Media news	4	Develop information gathering skills	Five Ws - who, what, when, where and why	Research	Office Suite	Formative - classroom activity
TOTAL	8					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

AUDIO-VISUAL PRODUCTION MODULE

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Pre-production	8	Develop project planning skills	Audio, video and photography pre-production	Team project	Office Suite	Formative - classroom activity
Production	20	Develop creative skills	Audio, video and photography production	Team project	AV Production Suite	Formative - field activity
Post-production	16	Develop creative skills	Audio, video and photography post-production	Team project	AV Production Suite	Formative - classroom activity
TOTAL	44					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

Unit title	Duration (hours)	Learning Aims	Learning Content	Learning Methods	Software Resources	Assessment
Presentation	2	Develop presentation skills	Project report	Class discussion	Presentation editor	Summative - peer review
Evaluation	2	Develop assessment skills	Self-evaluation and peer review	Class discussion	Social media	Summative - peer review
Public promotion	8	Develop communication skills	Final project conference	Team project	Social media	Summative - peer review
TOTAL	12					

Note: Content of the columns *Duration*, *Learning methods* and *Assessment* can be changed by each of the TMA project partners according to their preferences

Teachers' Handbook

Telecentre Multimedia Academy