

Tutor's Handbook for Face-to-Face and Self-directed Learning

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# Introduction

## Purpose of the Community Media Skills Development Programme

Creation of a comprehensive suite of modules and resources for developing media production skills.

## Target Group of the Community Media Skills Development Programme

Local community groups

## Tools Used for the Community Media Skills Development Programme

Opensource digital and social media platforms.

## Development of the Community Media Skills Development Programme-Modules’ Structure

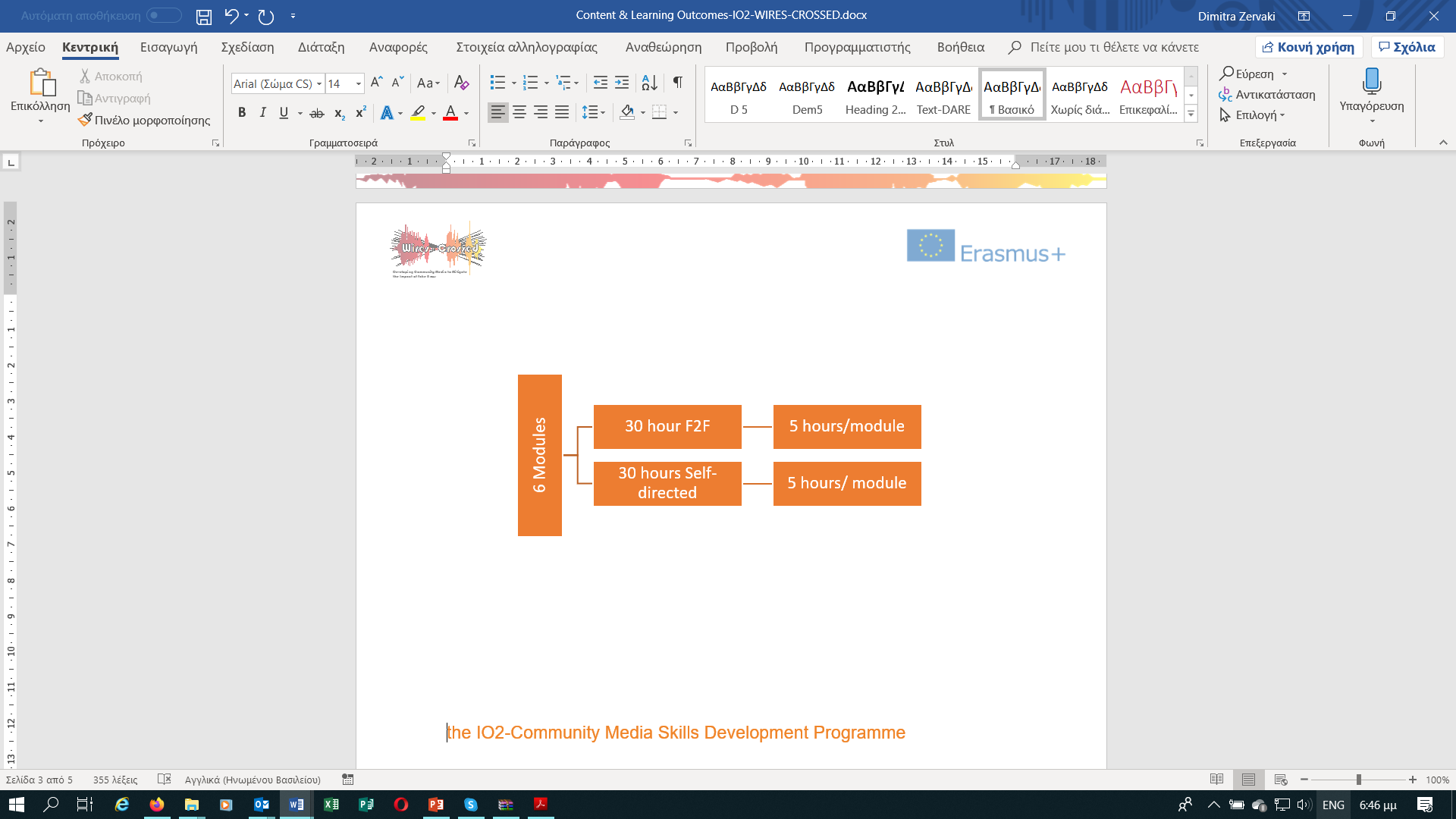
The programme was developed as a series of 6 modules, with support materials and self-directed learning resources provided in media-rich formats.

The modules will comprise:

* 30 hours of face-to-face learning-5 hours per module,

supported by a further:

* 30 hours of online content-5 hours per module-that will be accessible through the project’s bespoke online interactive platform.



**30 Hours of Face-to Face Learning**

The **5 hours of F2F learning** should be delivered as follows:

* 2 sessions of 2 learning hours-90 minutes each
* 1 session of 1 learning hour-45 minutes

The total duration of the F2F learning will be 5 hours x 45 minutes = **225 minutes** plus two fifteen-minute break- 2 breaks x 15 minutes = **30 minutes**. **Total duration = 255 minutes**

The **material** developed for the **5 hours F2F** learning **per module** are constituted by:

* Tutor’s Handbook with lesson plan.
* Activities Sheets (as needed)
* Powerpoint presentation
* Learner’s Workbook

Learning by doing, interactivity and team-based activities were used as methods so as learners to gain all the appropriate knowledge.

**30 Hours of Self-directed Learning**

The **material** developed for the **5 hours Self-directed learning per module** are constituted by:

* Self-directed Learning Resources: resources derived from the web, such as articles, videos, podcasts, white papers etc. in national languages or in English
* 1 activity for self-directed learning

# Face-to-Face Learning Resources

## Tutor’s Handbook with Lesson Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Title** | | Module 1: Introduction to fake news | | | | |
| **Target Group** | | Local community groups consisting of 10 community actors with a genuine interest in community media and with the necessary skills to support the community media project | | | | |
| **Purpose of this module** | | This module is part of a comprehensive suite of modules and resources for developing media production skills. The first module is an introductory one and will help the target group to understand what Fake News is and the impact that it is having on communities. | | | | |
| **Learning Outcomes of the Module** | | At the end of the module participants will be able to:   * Define the term “fake news” * Define the term “real news” * Assess the negative impact of “fake news” on communities * Learn the most important strategies and techniques that are used to spread “fake news” * Develop digital intelligence * Develop research skills to find out important and quality news * Combine and adapt successful strategies and techniques for spreading “real news” * Develop creative thinking and analytical thinking * Use of organizational skills to carry out collaborative activities * Selection of specific databases to find specific information. * Develop information literacy skills * Awareness of what are the consequences of “fake news” are on communities * Appreciation of the role of the “real news” on communities * Increase of confidence in distinguishing the “fake news” from the “real news” * Integrate awareness of the strategies and techniques used to spread “fake news” into the development of “real news” * Willingness to cooperate and be open-minded * Openness to work as part of a creative team * Learn on an autonomous basis | | | | |
| **Module duration** | | 5 hours | | | | |
| **Topics** | | Introduction to fake news: what ‘fake news’ is, what strategies and techniques are used to spread ‘fake news’ and the impact that it is having on communities. | | | | |
| **Preparation** | | * Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop’s implementation. * Find instructors for the workshop’s activities you are not familiar with * Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don’t need to have any particular experience or knowledge in the fields that are going to be trained. * Organize catering for coffee and lunch breaks, or provide information about nearby food options | | | | |
| **The Lesson Plan for F2F Learning** | | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The tutor welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the 5-hour workshop. | | | 10 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **2** | **Activity Nr 1: Name one word**  The trainer asks the participants to tell their names, what they do for a living and one word that represents them. | | 10 | | Ice breaker activity | Workbook |
| **3** | **Activity Nr 2: What is Fake News**  The participants are divided into small groups and the facilitator asks them to come up with their own definition of Fake News and of Real News.  After 10 minutes the groups present their definitions and a discussion takes place in order to find differences and similarities among the various definitions presented and to come up with one common definition per term.  The facilitator writes these two definitions on the flipchart. | | 20 | | Team Activity  Brainstorming  Discussion  Feedback | Pens and note-taking materials for participants  Flipchart  Workbook |
| **4** | **Activity Nr 3: Fake News in History**  The purpose of this activity is to make the participants understand the historical context of Fake News and that people, throughout history, have created Fake News.  The facilitator divides the participants into small groups and asks them to use the activity handout AH 1.3. While reading the news included in the activity sheet, participants are asked to answer the following questions:   * + - Which historical example do you think is believable and why?     - Why have people throughout history tried to create fake news?     - Why people believe fake news?     - Why fake news is a problem?     - What is the possible impact of the fake news into the society?   After 20 minutes, a discussion takes place based on the answers given to the above-mentioned questions. | | 35 | | Team Activity  Discussion  Feedback | Pens and note-taking materials for participants  Activity Handout-AH 1.3  Workbook |
| **5** | **Theory Presentation**  Based on the discussion made at the end of the Activity Nr 2 & 3, the facilitator introduces the definitions of the terms: Fake News, Real News, Disinformation. He/she also refers to the Action Plan for Disinformation developed in 2018 by European Commission and presents the 10 principles of ethical journalism. | | 15 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **6** | **Coffee Break** | | 15 | |  |  |
| **7** | **Activity Nr 4: The Bad News Game**  The Bad News Game confers resistance against disinformation by putting players in the position of the people who create it, and as such gain insight into the various tactics and methods used by ‘real’ fake news-mongers to spread their message. This, in turn, builds up resistance.  This game was developed by researchers at Cambridge University and DROG, a Netherlands-based platform against disinformation.  Link to the online game: <https://getbadnews.com/#intro>  The game works in a simple and straightforward way: players are shown a short text or image (such as a meme or article headline) and can react to them in a variety of ways. There are two ways in which their score is measured: ‘followers’ and ‘credibility’. Choosing an option that is in line with what a ‘real’ producer of disinformation would choose gets them more followers and credibility. If, however, they lie too blatantly to their followers, choose an option that is overtly ridiculous or act too much in line with journalistic best practices, the game either takes followers away or lowers their credibility. The aim of the game is to gather as many followers as possible without losing too much credibility.  The game breaks down into 6 badges: impersonation, emotion, polarization, conspiracy, discredit, and trolling. These badges are partially based on the report ‘Digital Hydra’ by NATO’s East Strategic Command (East StratCom), which details the various forms that disinformation can take.  The facilitator divides the participants in pairs and by using a computer have them play the game while actively thinking about what they are doing.  After 20 minutes participants check their scores and their badges and facilitator starts a discussion with them by asking the following questions:   * + - How did they find the game?     - How they feel with their results?     - How easily fake news is spread?     - What they have learned by playing this game? | | **40** | | Team Activity  Group discussion | Computers for all the participants having internet access.  The Bad News Game: <https://getbadnews.com/#intro>  Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **8** | **Activity Nr 5: Mind Mapping Fake News**  The facilitator introduces the mind map technique to the participants and then they are divided in 5 small groups. Facilitator asks each group to develop one of the following 5 branches of the mind map:   * + - What types of fake news exist?     - How is fake news spread?     - How to recognize if the news is fake or right?     - What is the impact of fake news?     - How to avoid the bad impact of fake news?   Participants will have 20 minutes to develop the mind map branches and then they put each group contribution to the mind map at the place indicated by the facilitator where the centre/the main idea part of the mind map will be located.  Then each group presents the findings of its branch.  The facilitator asks the other participants if they want to add any additional information to the 5 branches.  The aim of the activity is to visualise the various aspects of Fake News and make the participants perceive them. | | 35 | | Team Activity  Brainstorming  Discussion | Coloured pencils  Blank A4 papers  Powerpoint Presentation –  PP 1.1  Workbook |
| **9** | **Theory Presentation**  Based on the discussion made at the end of the Activity Nr 4 and Nr 5, the facilitator presents the various types of fake news, the various strategies used to be spread and the impact it has on the community, with the help of a Powerpoint presentation-PP 1.1 that includes also a short video of a fake news example. | | 15 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **10** | **Coffee Break** | | 15 | |  |  |
| **11** | **Activity Nr 6: Fake or Real?**  Facilitator presents a video containing some basic but important steps for people to be able to spot fake news.  Then the facilitator asks participants to try to understand if the news that are presented are real or fake, based on the video they have already watched and by answering to the following questions:   * + - Where has it come from?     - What is the background to it? Maybe a joke, a mistake, satire or rumour     - Why are you interested in it (check your own beliefs)   A discussion takes place and then the facilitator gives the right answers. | | 20 | | Team Activity  Presentation  Discussion | Pens and note-taking materials for participants  Powerpoint Presentation –  PP 1.1  Workbook |
| **12** | **Theory Presentation**  Based on the discussion made at the end of the Activity Nr 6, the facilitator presents the various ways and tools people can use in order to spot fake. | | 10 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **13** | **Workshop Closure**  The trainer wraps up the topics of the 6-hour workshop of Module 1 and asks participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.  An evaluation questionnaire is given to all the participants to fill it out. | | 15 | | Discussion  Evaluation | Evaluation Questionnaire |
| **Duration of the Module** | | | 5 hours | | | |
| **Training Material for F2F Learning** | | Printed Workbook | | | | |
| **Sources** | | * Briggs, S. 10 creative ways to teach media literacy. Retrieved from: <https://www.canva.com/learn/10-creative-methods-to-teach-media-literacy/> * Case Study: Text Analytics against Fake News (2019). Retrieved from: <https://www.meaningcloud.com/blog/case-study-text-analytics-against-fake-news> * Council of Europe. (2020). Dealing with propaganda, misinformation and fake news. Retrieved from: <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/dealing-with-propaganda-misinformation-and-fake-news> * Edson, C., Tandoc, Jr. (2017). It's up to you, yes you, to stop fake news. Retrieved from: <https://www.straitstimes.com/opinion/its-up-to-you-yes-you-to-stop-fake-news> * Reputation X. (2020). Clickbait Examples-All about those headlines you just have to click. Retrieved from: <https://www.reputationx.com/orm/techniques/process/content/orm-guest-posts/click-bait> * Roozenbeek, J. & van der Linden, S. (2019). Fake news game confers psychological resistance against online misinformation. Retrieved from: <https://www.nature.com/articles/s41599-019-0279-9> * Snopes.com. (2019). Malicious Bots and Trolls Spread Vaccine Misinformation. Retrieved from: <https://www.snopes.com/news/2019/09/18/malicious-bots-and-trolls-spread-vaccine-misinformation/> * Wardle. C. (2017). Fake news. It’s complicated. First Draft. Retrieved from: <https://firstdraftnews.org/latest/fake-news-complicated/> * Waweru, M. J. (2019). Understanding Fake News. Retrieved from: <https://www.researchgate.net/publication/330780644_Understanding_Fake_News> * Wikipedia. (2020) Clickbait. Retrieved from: <https://en.wikipedia.org/wiki/Clickbait> * Wikipedia. (2020) Propaganda. Retrieved from: <https://en.wikipedia.org/wiki/Propaganda#Types> * Wikipedia. (2020). Filter Bubble. Retrieved from: <https://en.wikipedia.org/wiki/Filter_bubble> | | | | |

## Activity Handout – AH 1.3

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 1: Introduction to fake news | | |
| **Activity Title** | Fake News in History | **Activity Number** | 1.3 |
| **Description of the activity** | Read the following examples of fake news and answer the questions:   * + - Which historical example do you think is believable and why?     - Why have people throughout history tried to create fake news?     - Why people believe fake news?     - Why fake news is a problem?     - What is the possible impact of the fake news into the society?   Example 1:  1475-A false story by Franciscan preacher Bernardino da Feltre blamed the Jewish community for a missing child. Fifteen people were falsely accused, found guilty, and tortured, contributing to widespread anti-Semitism as the story spread  Example 2:  1782- Benjamin Franklin created a fake issue of the Boston Newspaper to build sympathy for the American Revolution. The paper claimed that the Brits hired Native Americans to scalp soldiers and civilians. The false information was widely circulated by other newspapers, increasing public hostility toward Native Americans.  Example 3:  1835-The New York Sun ran reports of animal-like creatures inhabiting the moon in the "Great Moon Hoax." Circulation went from 8,000 to 19,000 copies, making it the world's best-selling daily newspaper at the time. Unbeknownst to the public, the hoax was a commercial strategy.  Example 4:  1874- The New York Herald published an article claiming that many animals had escaped from the Central Park Zoo. There was widespread public panic, but people later found out that the story was a hoax.  Example 5:  1915- The rumour of the German Corpse Factory was a major source of anti-German propaganda during World War I. Several newspapers with "official sources" claimed that members of the German military were extracting fat from dead soldiers to make soap, food for animals, and other materials. Almost 10 years later, a British general admitted that he made up the story.  Example: 6  1927- Dorothy Cochrane Logan, a British doctor, claimed to swim the English Channel for 13 hours straight. She was celebrated by European newspapers, which wrote about her accomplishment and gave her money as a reward. The story later broke that she had secretly completed most of the journey by boat.  Example 7:  1983-The Patriot newspaper published the article "AIDS may invade India: Mystery disease caused by US experiments." The false story was picked up in major newspapers in 50 countries and cited an anonymous American scientist suggesting a "deadly new disease had been created by the Pentagon in a bid to develop new biological weapons." | | |

## Tutor’s Handbook with Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | | Module 2: Audio-Visual Production Techniques | | | |
| **Target Group** | | Local community groups consisting of 10 community actors with a genuine interest in community media and with the necessary skills to support the community media project. | | | |
| **Purpose of this module** | | This module is part of a comprehensive suite of modules and resources for developing media production skills. This module will help the target group to understand the basics of audio-visual production in order to be able to spread their message and support their local community. | | | |
| **Learning Outcomes of the Module** | | At the end of the module participants will be able to:   * Learn the most important audio-visual communication techniques, methods, processes and trends * Identify the technical requirements for audio-visual production when using mobile digital devices * Describe the pre-production, production and post-production process * Learn the steps to plan, produce and edit audiovisual projects * Identify open-source audiovisual production and post-production software * Learn about platforms for distributing and promoting audio-visual content * Explain basics about audiovisual production * Organize and plan an audio-visual project. * Develop interview questions for an audio-visual product * Produce audio-visual content with own mobile digital devices * Research and use open-source software for audio-visual production and post-production * Demonstrate digital skills to capture footage on a smartphone * Organise audio-visual files following an idea, using the narrative and technological techniques that are necessary for devising multimedia products from their inception to their final release * Adopt a planned and structured approach on implementing and audio-visual project * Work in a self-confident manner with audio-visual media * Willingness to cooperate and be open-minded * Openness to work as part of a creative team | | | |
| **Module duration** | | 5 hours | | | |
| **Topics** | | Introducing basic audio-visual production techniques using available media platforms like smart phones and open-source software program. | | | |
| **Preparation** | | * Find a room with chairs and tables, computers, projector and wi-fi. * Find instructors for the workshop’s activities you are not familiar with. The facilitator should learn in advance how to work with “Openshot” video editing software * Inform the participants about the purpose of the workshop, its goals and the program that is going to be followed. Additionally, make clear to them that they don’t need to have any experience or knowledge in the fields that are going to be trained. * Inform the participants that they need to bring with them their own laptop, mouse, smartphone and USB cables for transferring materials from phones to computers and headphones. * Organize catering for coffee and lunch breaks, or provide information about nearby food options | | | |
| **The Lesson Plan for F2F Learning** | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The facilitator welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the 5-hour workshop. | | 5 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **2** | **Activity Nr 1: A to Z**  The facilitator asks participants to make a line according to their names in alphabetical order from A to Z. Participants aren’t allowed to speak but they can use gestures. They have 5 minutes. Upon completion of the task, participants should name themselves and put a name tag on. | | 10 | Ice Breaker Activity | Name tags or masking tape  Pens or other writing materials  Workbook |
| **3** | **Theory Presentation**  The facilitator defines what is Audio-Visual Media and introduces the step by step process of creating an Audio-Visual Media Piece. Furthermore, he/she explains essential elements of Pre-production: primary, secondary and production researches; what is a script, a storyboard, and the basic rules participants should follow in order to plan their video production. | | 15 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **4** | **Activity Nr 2: Pre-production**  The purpose of this activity is to practice material learned from the first part of the presentation and prepare for filming.  The facilitator plays a video “How to Shoot an INTERVIEW - 5 pro TIPS | Cinecom.net” <https://www.youtube.com/watch?v=VGXON1Pj0C0> After he/she divides the participants into small groups of 3 people and asks them to use the activity handout AH 2.1 The groups should follow the next steps:   * + - Brainstorm and research the topic “Needs of Local community” and generate the main idea of the video.     - Come up with 3 questions for the interview     - Using handouts write a script, draw a storyboard that includes intro, at least one interview and an outro.     - Assign roles within the team: Director/presenter/interviewer, Interview subject, Camera & Sound person, Video editor.   Facilitator are helping participants to fill the handout and to make research if needed. | | 45 | Team Activity  Discussion | Projector  Laptop with internet access  Pens and note-taking materials for participants  Activity Handout-AH 2.1  Workbook |
| **5** | **Theory Presentation**  Moving to the next step of Audio-Visual Media Production facilitator continues with useful tips that participants might need during Production such as stick to your role, check the equipment and basics of set etiquette. | | 15 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  Workbook |
| **6** | **Coffee Break** | | 15 |  |  |
| **7** | **Activity Nr 3: Production**  Participants are instructed to work in their groups of three and practice learned material.  Time for shooting!   1. The participants should make sure that the shooting location has enough light and no external noises. All the phones should be on airplane mode. 2. Participant No. 1, the presenter and Participant No.2 the interviewee are on their positions and ready to start the interview. Normally, the interviewer would sit next to the camera and his/her opponent in front of him/her. Another option is to have interviewer in the shot with the interviewee. 3. Then they start shooting according to the storyboard developed in the activity Nr 2.   For example:  Action! Camera Rolling  First scene - already scripted introduction given by the Presenter plus the first prepared question.  Cut  Action! Camera Rolling  Second scene - the answer of the Interviewee and the interview/conversation continues naturally.  Only director can say cut when he/she is happy or not happy with the take before that everyone keeps shooting.  Action...third scene, forth scene and at last the already scripted outro.   1. After completion, participants should back up the footage on their laptops where the editing software is already installed. | | 30 | Group Activity | Mobile phone  Headphones  Laptop  Cable to transfer video materials from a phone to a laptop or internet connection  Workbook |
| **8** | **Theory Presentation**  The facilitator presents the last step of Audio-Visual Media Piece making which is the Post-production. He/she provides basic information regarding trimming, arranging clips, colour correction, graphics and audio design.  Also, the facilitator presents an “Openshot” video editing software and gives step by step guidelines on how to import, cut, rearrange footage, place audio and export the final project. The presentation of software should take maximum of 10 minutes and if needed facilitator can help participants individually during the activity. To familiarize him/herself with the “Openshot” video editing software facilitator should watch this video tutorial: “OpenShot Video Editor 2018 Tutorial - Designed for Beginners” <https://www.youtube.com/watch?v=l_r12b99TIg> | | 20 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 1.1  “Openshot” video editing software  Workbook |
| **9** | **Activity Nr 4: Post-Production**  After the presentation participants get back in their groups and by using the theory presented and the supporting material, they edit the video and audio material the recorded in order to produce a 1-3 min video clip.  The steps that each individual group should follow are:   1. Step 1 - import the video material in the program 2. Step 2 - bring each one of the scenes on the timeline by following the storyboard 3. Step 3 - cut out the unnecessary video material (long pauses between the questions, repetition in the answers, aha, mhm... unpleasant sounds) until the scenes are in the timeline in an order that satisfies the participants. 4. Step 4 - add a title at the beginning of the video and in the end the name of the participants 5. Step 5 - colour correction 6. Step 6 - Sound correction 7. Step 7 - Export | | 40 | Group Activity | Laptop  Access to internet  A list of supporting materials (video tutorials)  Workbook |
| **10** | **Coffee Break** | | 15 |  |  |
| **11** | **Activity Nr 5: Final Work Presentation** Groups present their final projects and get feedback from the facilitator and the other participants. The facilitator should give both praise and criticism on presented works. | | 25 | Group Activity  Feedback | Workbook |
| **12** | **Workshop Closure**  The trainer wraps up the topics of the 5-hour workshop of Module 2. To get feedback from participants he/she asks to imagine a scale from 0 to 100 where 0 (very bad) is one side of the room and 100 (very good) is the opposite side of the room. Then the facilitator would ask questions such as: How would you rate the workshop? Was it useful? Would you like to continue working with Audio-Visual Media?  And in response participants stand on the imaginary scale according to their grade. Participants are free to explain the choice of rating and give verbal feedback. | | 20 | Discussion  Evaluation | List of questions/ Evaluation Questionnaire  Workbook |
| **Duration of the Module** | | | 5 hours | | |
| **Training Material for F2F Learning** | | Printed Workbook | | | |
| **Sources** | | * Dawkins, S., Wynd, I. (2010). Video Production Putting Theory into Practice. Retrieved from: https://keyconceptsinmc.wordpress.com/dawkins-and-wynd/ * Cinecom.net. “How to Shoot an INTERVIEW - 5 pro TIPS.” YouTube video, Feb 21, 2017. Retrieved from: <https://www.youtube.com/watch?v=VGXON1Pj0C0> * Teacher's Tech. “OpenShot Video Editor 2018 Tutorial - Designed for Beginners.” YouTube video, Feb 20, 2018. Retrieved from: <https://www.youtube.com/watch?v=l_r12b99TIg> * Wikipedia.180-degree rule. Retrieved from: <https://en.wikipedia.org/wiki/180-degree_rule> * Media College. The Rule of Thirds. Retrieved from: <https://www.mediacollege.com/video/shots/rule-of-thirds.html> | | | |

## Activity Handout – AH 2.1

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques | | |
| **Activity Title** | Pre-production | **Activity Number** | 2.1 |
| **Description of the activity** | In groups of 3 and by following the next steps and by using the templates provided start your own video production project.   * Step 1 - Brainstorm and research the topic “The Needs of My Local Community” and generate the main idea of the video. * Step 2 - Come up with 3 questions for the interview * Step 3 - Write a small text for the intro and the outro and draw a storyboard that includes the intro, the interview and outro by using the Storyboard Template * Step 4 - Assign roles within the team: Director/presenter/interviewer, Interview subject, Camera & Sound person, Video editor.   + - * Director determines the creative vision of a feature film, directs the crew to transfer it to life. Usually, very attached and driven by a story.       * Presenter a person in front of the camera who introduces or hosts a program, for example on TV news.       * Interviewer not necessary in the shot, a person that structure conversation where he/she asks questions to another person.       * Interview subject a person to answers questions from the interviewer.       * Camera Operator is capturing and recording all aspects of a scene. He/she use principles of lighting, staging, focusing and filtering to achieve a specific visual look for the video.       * Sound recordist makes sound recordings of scenes in outstanding quality, free from interference and all unwanted noise.       * Video Editor is editing and assembling recorded raw material into a suitable, finished product ready for broadcasting. * Step 5 – Fill out the Research Findings template by summarizing your findings and decision from the previous steps.   Research Findings Template   |  |  |  |  | | --- | --- | --- | --- | | Ideas | Final Idea | Props | Locations | |  |  |  |  | | Questions for interview | Roles in the team | Time Schedule | | | 1.  2.  3. | Director –  Interview Subject –  Camera –  Video Editor – |  | |   Storyboard Template | | |

## Tutor’s Handbook with Lesson Plan

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| **Module Title** | | Module 3: How to Develop and Promote an Engaging Blog | | | | |
| **Target Group** | | Local community groups consisting of 10 community actors with a genuine interest in community media and with the necessary skills to support the community media project | | | | |
| **Purpose of this module** | | This module is part of a comprehensive suite of modules and resources for developing media production skills. The third module is about how to write an engaging blog or micro-blog and use the most popular social media channels to bring this content to the public domain. | | | | |
| **Learning Outcomes of the Module** | | At the end of the module participants will be able to:   * Learn about the difference of blogging and micro-blogging * Identify the advantages of microblogging compared to traditional blogging * Name characteristics of a good text-based blog and micro-blog post * List the open-source blogging platforms * Name the most popular microblogging sites * Learn the steps to plan, produce and edit text-based projects for blogging and micro-blogging * Learn the basic best practices for Search Engine Optimization-SEO * Identify the right social media platform for distributing engaging text-based blogs or micro-blogs * Define strategies of dissemination on social media platforms * Create text-based blog posts using best practices * Compose short, snappy posts and messages (micro-blog posts) * Edit your blog or micro-blog post * Share posts effectively on certain social media platforms such as Facebook, Instagram, etc. * Choose appropriate social media (platform) depending on goals and purposes * Apply SEO * Organize and plan a text-based blogging and microblogging project. * Put theoretical knowledge into practice. * Put into practice creative techniques and processes for developing a text-based blog or micro-blog post * Become content wise * Adopt a planned and structured approach on implementing a text-based blogging and micro-blogging project * Appraise the power of the open-source blogging and micro-blogging platforms * Work in a self-confident manner with social media and blogging platforms * Practice worthwhile dissemination on social media * Appreciation of how to develop a text-based blog and micro-blog post using various open-source platforms * Willingness to cooperate and be open-minded * Openness to work as part of a creative team * Learn on an autonomous basis. | | | | |
| **Module duration** | | 5 hours | | | | |
| **Topics** | | * What is a blog and a micro-blog * Why to blog * How to write a blog * Where to blog | | | | |
| **Preparation** | | * Find a room with: chairs and tables, computers, projector. Book at least 2 months before the workshop’s implementation. * Find instructors for the workshop’s activities you are not familiar with * Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don’t need to have any particular experience or knowledge in the fields that are going to be trained. * Organize catering for coffee and lunch breaks, or provide information about nearby food options | | | | |
| **The Lesson Plan for F2F Learning** | | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The tutor welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 5-hour workshop. | | | 10 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **2** | **Activity Nr 1: My favourite blogs**  The trainer asks the participants to tell their favourite blogs, bloggers or areas of their interest they follow on the Internet. Then, the participants with the help of the trainer find one example of blog on the Internet and discuss what they like and what could be done better. | | 10 | | Ice breaker activity | Workbook |
| **3** | **Activity Nr 2: What is a blog and a micro-blog**  The participants are divided into small groups and the facilitator asks them to come up with their own definition of a blog and a micro-blog and guess, what are the differences between them.  After 10 minutes the groups present their definitions and a discussion takes place in order to find differences and similarities among the various definitions presented.  The facilitator writes the key words on the flipchart. | | 15 | | Team Activity  Brainstorming  Discussion | Pens and note-taking materials for participants  Flipchart  Workbook |
| **4** | **Theory Presentation – Blog and Micro-blog**  Based on the discussion made at the end of the Activity Nr 2, the facilitator introduces the definitions of the terms: Blog and Micro-Blog. | | 10 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **5** | **Activity Nr 3: Advantages and disadvantages of a blog and a microblog**  The participants are divided into two groups. One group holds a discussion about advantages and disadvantages of a blog and the other group of a micro- blog. After 10 minutes the facilitator asks the groups to present their ideas. | | 15 | | Team Activity  Brainstorming  Discussion | Pens and note-taking materials for participants  Flipchart |
| **6** | **Theory Presentation – Why to blog and Why to micro-blog**  The facilitator introduces ideas why to blog and micro-blog and sums up advantages and disadvantages stated by groups. | | 10 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **7** | **Activity Nr 4: The Dos and Don’ts of Writing a Blog**  The purpose of this activity is to find out the rules of writing a blog.  The facilitator divides the participants into small groups and asks them to use the activity handout AH 1.3. Their task is to fill in the table and write an appropriate phrase into the right column. Then a representative of each group presents their ideas. After having all the groups present their work, the facilitator hands out the table with correct answers. | | 20 | | Team Activity  Discussion  Feedback | Pens and note-taking materials for participants  Activity Handout-AH 3.1  Workbook |
| **8** | **Coffee Break** | | 15 | |  |  |
| **9** | **Theory Presentation - How to write an engaging blog or a micro-blog?**  The facilitator presents the five steps of writing a blog post. | | 10 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **10** | **Activity Nr 5: Defining steps**  The facilitator divides the participants into 5 groups according to the 5 steps that are needed to be followed in order a successful blog post to be created (plan your blog, craft a headline etc.)  The brainwriting method is presented to the group of learners so as this activity to be implemented. The big advantage of brain-writing is that it makes sure everybody is given the opportunity to have their thoughts and ideas thoroughly considered by the group. This avoids the loudest or most extroverted people unintentionally dominating the sessions.  Then the participants of each group one after another write down ideas for a given topic on a piece of paper. They follow the instruction: Write down everything you currently know about the subject. Write down what you need or want to know about the subject, but you don't currently know. Each piece of paper is then passed on to someone else, who reads it silently and adds their own ideas to the page. This process is repeated until everyone adds his/her ideas on the paper.  After finishing writing the group leader passes the paper again and the participants read all the notes to see if they can find answers for their questions to this topic.  When all the groups finished their individual activities, the group leaders present the main ideas and questions stated in the paper and the facilitator initiates the discussion between all participants about it. | | 40 | | Brain-Writing  Team Activity  Group discussion | Pens and note-taking materials for participants  Workbook |
| **11** | **Theory Presentation of each step of writing process**  Based on the discussion made at the end of the Activity Nr 5, the facilitator presents each step with the help of a Powerpoint presentation-PP 3.1. | | 40 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **12** | **Coffee Break** | | 15 | |  |  |
| **13** | **Theory Presentation – Where to blog**  The facilitator presents two main possibilities where the blog posts can be published and introduces the advantages and disadvantages of each one of them. | | 15 | | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **14** | **Activity Nr 6: Sharing experiences with social media**  The participants take turns and talk about their experiences with social media in connection with blogging and micro-blogging. Together they try to find out the suitability of individual media for blogging and micro-blogging. | | 10 | | Discussion | Powerpoint Presentation –  PP 3.1  Workbook |
| **15** | **Theory Presentation – How to use social media for blogging**  The facilitator presents the different ways of using social media for sharing blog posts and sums up participants suggestions from the previous activity. | | 10 | |  | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **16** | **Workshop Closure**  The trainer wraps up the topics of workshop of Module 3 and asks participants to list 3 key steps or instructions they will apply when writing a blog.  A group discussion takes place.  An evaluation questionnaire is given to all the participants to fill it out. | | 10 | | Discussion  Evaluation | Evaluation Questionnaire |
| **Duration of the Module** | | | 5 hours | | | |
| **Training Material for F2F Learning** | | Printed Workbook | | | | |
| **Sources** | | * How Little Do Users Read?, 2008.   Retrieved from: <https://www.nngroup.com/articles/how-little-do-users-read/>   * Co je to SEO – optimalizace pro vyhledávače? (definice), 2014. Retrieved from: <https://www.pavelungr.cz/definice-co-je-seo/> * What is a Microblog? (And Why Do You Need One in 2020), 2020. Retrieved from: <https://influencermarketinghub.com/what-is-a-microblog/> * Video: Jak udělat web s doménou a webhostingem, 2017. <https://www.youtube.com/watch?v=GgczURiJ_Z4> * 8 Ways to Boost Your Blog Traffic Through Social Media, 2018. Retrieved from: <https://goinswriter.com/social-media-traffic-boost/> * 7 Tips to use social media sites wisely as a new blogger, 2018. Retrieved from: <https://sharpblogger.com/using-social-media-sites/> * How to Write a Blog Post in 2020: The Ultimate Guide, 2020. Retrieved from: <https://smartblogger.com/how-to-write-a-blog-post/> | | | | |

## Activity Handout – AH 3.3

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| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog | | |
| **Activity Title** | The Dos and Don’ts of Writing a Blog | **Activity Number** | 3.3 |
| **Description of the activity** | Fill in the following table with right phrases.   * write your blog in more sessions * repeat the words * conduct research * check facts * give up writing when you feel it is difficult for you * read your post aloud * use images * use statistics * write long passages of text * keep your sentences long * choose a topic of your interest * write an outline * use diagrams and infographics * teach people something * seek out sources that confirm what you already believe in  |  |  | | --- | --- | | **Dos** | **Don´ts** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |      |  |  | | --- | --- | | **Dos** | **Don´ts** | | Conduct research | Repeat words | | Check facts | Write your blog in more sessions | | Use statistics | Give up writing when you feel  It is difficult for you | | Use images | Write long passages of a text | | Read your blog aloud | Keep your sentences long | | Choose a topic of your interest | Seek out sources that confirm  what you already believe in | | Write an outline |  | | Use diagrams and infographics |  | | Teach people something |  | | | |

## Tutor’s Handbook with Lesson Plan

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| **Module Title** | Module 4: Photography with smartphones in open source environments |
| **Target Group** | Local community groups consisting of 10 actors with a genuine interest in community media and with the necessary skills to support the community media project. |
| **Purpose of this module** | This module is part of a comprehensive suite of modules and resources for developing media production skills. This module about digital photography with smartphone aims to include everybody in making good images for the production of real news in their community(ies). Sharing images on the most popular social media platforms in a safe and correct way will improve the digital skills within the local communities’ members. |
| **Learning Outcomes of the Module** | * Learn the basic rules of photography, the basic concepts of digital photography, the different types of photography and their nuances * Understand quality and play of light and learn the rule of thirds, identifying problems in images, and know what makes a technically good photograph * Learn how to post-processing images on the computer * Name open-source photo editing software * Name the current risks of manipulation of images on social media * Identify the technical requirements for photo production when using mobile digital devices * Learn the steps to plan, produce and edit photo projects * List platforms for distributing and promoting photo contents * Organize and plan a photography project, taking photos in different scenarios, creating stories through photographs, and following guidelines for good composition * Take photo and edit images by using mobile digital devices * Research and use open-source software for photo editing * Effectively share the produced images on digital platforms * Put theoretical knowledge into practice through a photography project * Adopt a planned and structured approach on implementing a photography project * Appraise differences between open-source and proprietary software * Work in a self-confident manner with image production media * Appreciation of creating images by using open-source software * Willingness to cooperate and be open-minded * Openness to work as part of a creative team * Adopt a critical thinking approach on the potential “fake images” * Learn on an autonomous basis |
| **Module duration** | 5 hours face-to-face |
| **Topics** | * How to make a good photo with smartphones. * How to share photos on the most popular social media (examples and tips for beginners and professionals). * How to download photos of other authors from open source platforms safely and respecting the copyrights. |
| **Preparation** | Participants should possess a smartphone to use during this Module, and assure to have an adequate battery charge, because some activities could be done also outdoor.  They are also asked to think about an article of a real news to produce about a specific place, or a person/family/groups of people, or on a common object used in the daily life, or present in the intangible cultural heritage of their community(ies). The subject is free, but it is important to focus on it, in order the activities to be implemented successfully.  Participants will present their idea(s) of article(s) to the group in the Energizer phase of the face-to-face session. |

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| **The Lesson Plan for F2F Learning** | | | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The facilitator welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the 5-hour workshop. | | 5 | Plenary | Beamer, Laptop and Screen  PPT presentation PP4.1  Workbook |
| **2** | **Activity nr.1: Energizers**  Make the portrait of the person next to you and share it on a WhatsApp group (The Wires-Crossed Photographers) | | 40 | Plenary and work in couples | Smartphone  Flipchart  Beamer, Laptop and Screen |
| **3** | **Theory Presentation**  The facilitator, through the presentation of the first rudiments on the techniques for making quality photographs, will ask the participants to interact with the formulation of their working hypotheses in accompanying the real news with appropriate images, and finally leaving a space for discussion:   * Presentation of the main concepts and the main rules of street photography and photos with smartphone (20’) * Presentation in plenary of the subjects and the related images for real news by each participant (10’) * Mapping of the “visual representations” of the planned real news during the participants’ presentations * Naming and discussing on the basic rules to take better smartphone photos (15’) | | 45 | Plenary  Visualisation of the Discussion (mind map) | Smartphone  Flipchart  Beamer, Laptop and Screen  PPT presentation PP4.1  Workbook |
|  | **Coffee Break** | | **15** |  |  |
|  | **Activity nr.2**: **My personal lenses and my point of view**  The facilitator asks the participants to form small groups, associated by working hypotheses on the same, or similar, topic. The aim is to team up by sharing everyone's knowledge and skills through a concrete task.   * Work in small groups with similar ideas/topics focusing on the different points of view, going outside, and providing the photos for their articles. * Plenary feedback showing the different points of view, through the pictures chosen for their articles.   It is important to create a cooperative atmosphere amongst the groups, exercising the “critical thinking”, without disqualifying the work of others, but targeting the own contributions to the overall improvement of the final results. | | 60 | Outdoor Activity in Team (30’)  Plenary (30’) | Smartphone  Flipchart  Beamer, Laptop and Screen  Workbook |
|  | **Theory Presentation**  The purpose is to gain an overview of the main photo sharing platforms and social media, and how to use them.   * Presentation of several examples of social media and targeted platforms for photos (15’) * Practical example: implementation of Wires-Crossed Facebook page with the photos realized during the outdoor activity or on Instagram or on the Online Interactive Portal (15’) | | 30 | Plenary  Practical individual work | Smartphone  Beamer, Laptop and Screen  PPT presentation PP4.1  Workbook |
|  | **Coffee Break** | | **15** |  |  |
|  | **Theory Presentation**  The purpose is to correctly use the images published on the devoted platforms for free or for a fee.   * Working with images: Sailing through the most known platforms providing free photos | | 5 | Plenary | Beamer, Laptop and Screen  PPT presentation PP4.1  Workbook |
|  | **Activity nr.3: Real News Photos**  With this conclusive group activity, the facilitator has the opportunity to resume the various photographic productions of the learners, asking them to proceed with the final selection of the photographs that can be used for the real news that they would like to publish.   * Selection of the photos/images realized or/and downloaded by participants and creation of a PowerPoint presentation (2 slides). * Presentation of the teamwork results, Selection and Agreement on the “Real News Photos”, and Posts on Wires-Crossed Facebook page and on Instagram or on the Online Interactive Portal. (15’) | | 30 | Activity in Team  Plenary | Smartphone  Workbook  PowerPoint template  Beamer, Laptop and Screen |
|  | **Workshop closure**  The trainer wraps up the topics of the 5-hour workshop of Module 4. To get feedback from participants he/she will ask the following questions:  1) Have you realised «Good Photos»?  2) Are you satisfied of your PowerPoint presentation?  3) Do you like the selected photos for «Real News»?  4) Did you appreciate working in group?  5) Do you know more on how to make a good photo with smartphone?  6) Did you enjoy this module? | | 10 | Plenary  Roundtable | Evaluation questions about the achieved learning outcomes on PowerPoint presentation PP4.1 |
| **Duration of the Module** | | | 5 hours | | | |
| **Training Material for F2F Learning** | | Availability of printed and online Workbook; Printed Activity Handout. | | | | | |
| **Sources** | | * Interview to Alfred Pleyer, Austrian photographer winner of the Mobile Photography Awards, published on February 14, 2014 by Erin Lodin (DPReview). Retrieved from: <https://www.dpreview.com/articles/4486123341/smartphone-portraits-advice-from-mpa-finalist-alfred-pleyer> * Complete Guide to Street Photography for Beginners. Everything you need to know about street photography. By [Elizabeth](https://photographylife.com/author/liz), Last Updated On March 5, 2020. Retrieved from: <https://photographylife.com/what-is-street-photography> * Smartphone Photography 101. By Stephanie Simpson, photographer at [www.stephsimpson.ca](http://www.stephsimpson.ca). and she shares smartphone shots daily on Instagram at [@stephanie.simpson](https://instagram.com/stephanie.simpson/). Retrieved from: <https://photographyconcentrate.com/introduction-to-smartphone-photography/> * Take better smartphone photos with these simple tips and tricks - Lights, smartphone camera, action. By David Nield - April 12, 2017. Retrieved from: <https://www.popsci.com/take-better-smartphone-photos/> * Picture This: Best Practices for Sharing Images on Social Media. By Mindstream Media Group, 2020. Retrieved from: <https://mindstreammediagroup.com/picture-this-best-practices-for-sharing-images-on-social-media/>   <https://iso.500px.com/places-to-take-pictures-near-me/>   * Top 10 Free Open Source Cloud File Sharing Platforms. February 20, 2019, by Martins D. Okoi. Retrieved from: <https://www.fossmint.com/open-source-cloud-file-sharing-platforms/> * 10 items for Free Stock Photos (Updated for 2019), by Sean Filidis. Retrieved from:   <https://www.foleon.com/blog/5-sites-for-free-stock-photos> | | | | | |

## Activity Handout – AH 4.1

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| **Module Title** | Photography with smartphones in open source environments | | |
| **Activity Title** | My personal lenses and my point of view | **Activity Number** | 4.1 |
| **Description of the activity** | In the initial phase, participants share their ideas about the images of their communities that should be shown and associated to some “real news” produced or to be produced.  Then in small groups of two or three people, before going out with your smartphones to take photos outside, you are asked to dwell on what elements it would be useful to emphasize with the photographs: what you want to communicate, on what aspects it is believed that a photograph can better than words represent real news. Participants are asked to write down these reflections which will be useful later when they present their photographs to the group in plenary.  Reflecting on the inspirations provided by the concepts of “street photography” and the basic rules for the composition of good photography, participants will provide **5 photos** per each group, that will be observed, evaluated and selected by the whole group, during the plenary.  Coming back indoors, photos will be shared on a common platform (to choose among the most popular, like Google Drive, Dropbox, or on the WhatsApp Group etc.) and showed in plenary, when participants could provide feedback to their colleagues and make an agreed selection of **1 photo per group**.  The selected photographs could be also published on social media with the hashtags: #Wires-Crossed; #Erasmus+; #Adulteducation; etc.  Participants have 30 minutes for the outdoor activity and 30 minutes for the plenary session, aiming at sharing the outputs of this common work. | | |

## Tutor’s Handbook with Lesson Plan

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| **Module Title** | | Module 5: Audio: How to develop and promote a podcast | | | |
| **Target Group** | | Local community groups consisting of 10 community actors with a genuine interest in community media and with the necessary skills to support the community media project | | | |
| **Purpose of this module** | | This module is part of a comprehensive suite of modules and resources for developing media production skills. The fifth module will guide the target group in understanding how to develop the content for a podcast and edit it for publication on appropriate social media channels. | | | |
| **Learning Outcomes of the Module** | | At the end of the module participants will possess/will be able to:   * Define the term podcast * List and describe basic podcast styles and segment genres * Recognize and describe a basic podcast structure * Compare differences in structure, language, and tone between different podcast styles and segment genres * List and compare accompanying types of media in podcasts (music, art, photos, videos) * Recognize, define and use basic storytelling elements techniques * Recognize, define and use effective interview techniques * Identify and use examples of engaging language * Define the steps to plan, produce and edit podcasts * Plan a podcast (determine topic, title, genre, concept, audience, segments) * Identify and compare most commonly used audio equipment, audio processing software, and podcast publishing platforms * Identify and implement guidelines on recording audio with a microphone (dos and don’ts) * Record a podcast segment * Evaluate and give feedback on storytelling technique, interview technique, and a podcast description to other participants * Adopt a planned and structured approach to implementing an audio project * Work in a self-confident manner with audio production media * Appreciation of using open-source software to develop an audio project * Openness to work as part of a creative team * Learn on an autonomous basis | | | |
| **Module duration** | | 5 hours | | | |
| **Topics** | | Introduction to podcasts: basic styles and segment genres; effective language as well as storytelling and interview techniques; planning a podcast; most commonly used audio equipment, audio processing software, and podcast publishing platforms | | | |
| **Preparation** | | * Find a room with: chairs and tables, computers, projector. Book at least 2 months before the workshop’s implementation. * Find instructors for the workshop’s activities you are not familiar with * Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don’t need to have any particular experience or knowledge in the fields that are going to be trained. * Organize catering for coffee and lunch breaks, or provide information about nearby food options | | | |
| **The Lesson Plan for F2F Learning** | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The tutor welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 5-hour workshop. | | 10 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 3.1  Workbook |
| **2** | **Activity Nr 1: Do you listen to podcasts?**  Trainer checks how many participants have heard of/ listened to podcasts and asks a few follow-up questions:   * What are your favourite podcasts? * What podcast topics/genres do you prefer? * Why do you like them? * What makes them memorable? | | 10 | Plenary session  Discussion | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Workbook |
| **3** | **Activity Nr 2: What is a podcast?**  Participants create a podcast word cloud, writing down in pairs or groups what words/notions they associate with podcasts.  Participants present their word choices, trainer writes them on the board and guides participants in creating a joint definition of a podcast (uses PP 5.1 to summarize main points). | | 15 | Plenary session  Discussion | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Board/Flipchart  Marker  Pens and note-taking materials for participants  Workbook |
| **4** | **Theory Presentation - Podcast styles and segment genres**  Trainer presents typical podcast styles and segment genres as well as their most relevant characteristics. | | 10 | Presentation | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Workbook |
| **5** | **Activity Nr 3: Can you recognize podcast styles and segment genres?**  Trainer plays 3 short excerpts (2-3 minutes long) from different podcasts, participants take notes on their handouts regarding the topics mentioned and podcast formatting (e.g. music intro, host introduces themselves, finishing up a segment and moving onto a new one)  Participants read out notes / responses, trainer checks what similarities and differences they noticed, what accompanying media was used (music, art, photos, video). | | 20 | Plenary session  Discussion  Questions and answers | Laptop  Projector  Speakers  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Activity Handout-AH 5.3  Workbook |
| **6** | **Activity Nr 4: Introduction to storytelling**  Trainer introduces the notion of storytelling, asking participants what makes a powerful, impactful story/ what makes for interesting content.  Participants listen to 3 excerpts from different podcasts (2-3 min) and note in their handout AH 5.4 what techniques and phrases were used.  Trainer checks participants’ observations, summarizing main points and presenting a brief guide to common storytelling elements and techniques as well as notes on scriptwriting/language used.  (Possible activity extension: participants add 2-3 techniques/tips of their own to the handout AH 5.4). | | 25 | Plenary session  Discussion  Questions and answers | Laptop  Projector  Speakers  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Activity Handout-AH 5.4  Workbook |
| **7** | **Coffee Break** | | 15 |  |  |
| **8** | **Activity Nr 5: Telling an interesting story**  Trainer pairs up learners (AA, BB, CC, DD etc.).  Pairs receive or randomly draw a writing prompt and/or a word cloud and jointly create a story outline.  Trainers can give learners any list of prompts of word cloud they find appropriate, e.g. from <https://www.plot-generator.org.uk/>, <https://thestoryshack.com/tools/> or <https://www.nytimes.com/2018/04/12/learning/over-1000-writing-prompts-for-students.html>.  Learners switch pairs (AB, CD, etc.) and practice telling the story to a new partner.  Learners can keep switching pairs at the trainer’s signal (e.g. a clap every 2-5 minutes or a song playing in the background ending) until they have talked to at least 2-3 other participants or as many as possible within the set time limit.  The listener should check which elements and techniques of effective storytelling are being used and provide feedback afterward.  Trainer checks how the activity went and what techniques were used. If there’s time, a few participants can present their stories to the rest of the group. | | 30 | Team activity | Pens and note-taking materials for participants  Workbook |
| **9** | **Activity Nr 6: Audio recording and broadcasting**  Learners, in pairs or groups, sort a list of words on their handout AH 5.6 into 3 columns – audio equipment, audio processing software, podcast publishing platforms, and podcast hosting platforms.  Trainer checks answers with participants with the help of PP 5.1. | | 10 | Team activity  Questions and answers | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Activity Handout-AH 5.6  Workbook |
| **10** | **Theory Presentation - Podcast hosting and publishing platforms**  Trainer explains the difference between podcast hosting and publishing platforms, listing the most commonly used ones.  Participants in pairs/groups describe podcast publishing platforms they visit/have heard of before, list what their advantages/ disadvantages are and present their notes to the rest of the group. | | 20 | Team activity  Presentation | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Workbook |
| **11** | **Activity Nr 7: Blitz Interviews**  Participants get one of the writing prompts or topics (trainer can reuse prompts or word clouds from the storytelling activity 5.5) and conduct 1-minute interviews in pairs.  Interviews must last for the entire minute, so if there is extra time, interviewers should ask follow-up questions.  After they finish, they switch roles (all participants experience the role of interviewer/interviewee)  Trainer reviews the activity with participants, checks how the interviews went, if the interviewee spoke for the entire time, if the interviewer asked any follow-up questions, etc. | | 10 | Plenary session  Team activity | Pens and note-taking materials for participants  Workbook |
| **12** | **Activity Nr 8:** **Effective interview techniques**  Participants and the trainer summarize main points from the previous activity and write down elements of effective interview techniques.  Learners listen to or watch excerpts from 3 interviews and mark what interview techniques were used, trainer checks answers.  If there is time, participants do the one-minute interviews again, trying to use the techniques previously presented. | | 20 | Presentation  Plenary session  Team activity | Laptop  Projector  Speakers  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Activity Handout-AH 5.8  Workbook |
| **13** | **Coffee Break** | | 15 |  |  |
| **14** | **Activity Nr 9:** **Plan and design your own podcast**  Learners plan their own podcast in pairs or groups – following guidelines and questions set by the trainer  1 What will your podcast be about? Describe it in one sentence.  2 What makes your podcast unique and different?  3 Who is your audience?  4 What media will be used to enhance your podcast?  5 What is the title and concept of your first episode?  6 What segments will you have?  7 What audio equipment, audio processing software and podcast publishing platforms will you use? Why?  Depending on time available and group tempo, learners can do all or just a selection of the questions.  Learners present their ideas to others and give feedback to each other. | | 30 | Team activity | Laptop  Projector  Powerpoint Presentation –  PP 5.1  Pens and note-taking materials for participants  Workbook |
| **15** | **Workshop Closure**  The trainer wraps up the Module 5 workshop and asks participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.  An evaluation questionnaire is given to all the participants. | | 15 | Discussion  Evaluation | Evaluation Questionnaire |
| **Duration of the Module** | | | 5 hours | | |
| **Training Material for F2F Learning** | | Printed Workbook | | | |
| **Sources** | | * Gray, C. (2020). What is a podcast? An explanation in plain English. Retrieved from: <https://www.thepodcasthost.com/listening/what-is-a-podcast/> * McWilliams, B. Effective Storytelling: A manual for beginners. Retrieved from: <https://www.eldrbarry.net/roos/eest.htm> * OED Third Edition. (2008). Podcast. Retrieved from: <https://www.oed.com/viewdictionaryentry/Entry/273003> * Parker, J. (2020). The best free audio editor 2020. Retrieved from: <https://www.techradar.com/news/the-best-free-audio-editor> * Ruoff, M. (2019). What is a Podcast? Retrieved from: <https://live365.com/blog/what-is-a-podcast/> * Stern, J. Introduction to Podcasting. Retrieved from: <http://www.wlac.edu/online/documents/podcasting.pdf> * Stewart, D. How (and Where) to Host and Publish Your Podcast. Retrieved from: <https://convertkit.com/podcast-hosting> * Student Youth Network Inc. (2010). Podcasting Trainee Manual. Retrieved from: <http://syn.org.au/app/uploads/pdf/Podcasting%20Learners%20Guide.pdf> * Wikipedia. (2020). RSS. Retrieved from: <https://en.wikipedia.org/wiki/RSS> * Winn, R. (2020). How To Start A Podcast: A Complete Step-By-Step Tutorial. Retrieved from: <https://www.podcastinsights.com/start-a-podcast/> | | | |

## Activity Handout – AH 5.3

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast | | |
| **Activity Title** | Can you recognize podcast styles and segment genres? | **Activity Number** | 5.3 |
| **Description of the activity** | Listen to 3 short excerpts from different podcasts and take notes on the topics mentioned, style and genre used as well as podcast formatting (e.g. *music intro, host introduces themselves, finishing up a segment and moving onto a new one*).   |  |  |  | | --- | --- | --- | | Podcast excerpt | Style | Segment genre and production elements | | Modern Love Podcast: Krysten Ritter Reads ‘R We D8ting?’ (Segment: 1:00 - 3:16) |  |  | | Still Processing “Take a Knee if You Agree”  (Segment: 0:00 - 1:27) |  |  | | Listen to ‘The Daily’: The Right to Bear Arms  (Segment: 0:00 - 2:36) |  |  | | | |

## Activity Handout – AH 5.4

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast | | |
| **Activity Title** | Introduction to storytelling | **Activity Number** | 5.4 |
| **Description of the activity** | Think about the stories you like to tell and listen to and answer the following:   * What makes a powerful, impactful story? * What makes for interesting content?   Listen to 3 audio excerpts and write down storytelling techniques and elements that you noticed.  How do they enhance the story?   |  |  | | --- | --- | | Audio excerpt | Storytelling elements and techniques | | Radio Rookies: Seeking an End to Cycles of Abuse |  | | StoryCorps: When the Civil War Ended, She Was My Age |  | | The World According to Sound: The Coal Miner |  |   Now compare your notes with the following list – what is similar/different?  **Effective storytelling has**:   * **A single theme**, clearly defined * **A well-developed plot** - many stories have a clear beginning, middle and end. One or many characters are often on a kind of emotional or physical journey, where the end is usually not the same as the beginning. * **Style: vivid word pictures, sounds and rhythm** - stimulate listeners’ senses so they feel, smell, touch and listen and see vivid pictures. * **Characterization** – have characters with a backstory, personality or details that make them seem real. * **Dramatic appeal** – internal or external conflicts can add suspense or tension to stories. * **Appropriateness to listeners** – the audience has a very important role in storytelling, oral storytelling involves much interaction between teller and hearer.   What storytelling elements and techniques would you like to add to this list? | | |

## Activity Handout – AH 5.6

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast | | |
| **Activity Title** | Audio recording and broadcasting | **Activity Number** | 5.6 |
| **Description of the activity** | Sort the following list of words into the table below:  iTunes, headset, Blubrry, Spotify, Transistor.fm, handheld microphone, Soundtrap, Audacity, Soundcloud, omnidirectional microphone, Ashampoo Music Studio, SimpleCast, TuneIn, Ocenaudio, Acoustica, PodBean, Beautiful Audio Editor, Audiotool, BuzzSprout, Libsyn, Stitcher, Google Podcasts, unidirectional microphone   |  |  |  |  | | --- | --- | --- | --- | | Audio equipment | Audio processing software | Podcast hosting platforms | Podcast publishing platforms | |  |  |  |  | | | |

## Activity Handout – AH 5.8

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast | | |
| **Activity Title** | Effective interview techniques | **Activity Number** | 5.8 |
| **Description of the activity** | Think about interviews you have watched on TV or heard on podcasts/ on the radio.  What are the elements and techniques of effective interviewing? How can an interviewer elicit the best story or response from an interview subject?                        Listen to 3 short excerpts from different podcasts and take notes on the interview elements and techniques used.   |  |  | | --- | --- | | Podcast excerpt | Interview elements and techniques | | Invisibilia: Dark Thoughts (Segment: 0:00 - 2:40) |  | | StoryCorps: A Mother on the Challenges of Becoming a Teenage Parent (Segment: 0:00 - 2:36) |  | | Listen to ‘The Daily’: Fired Over an Instagram Post (Segment: 0:00 - 3:45) |  | | | |

## Tutor’s Handbook with Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | | Module 6: Visual Graphics | | | |
| **Target Group** | | Local community groups consisting of 10 community actors with a genuine interest in community media, who have basic IT skills and the necessary enthusiasm to support the community media project. | | | |
| **Purpose of this module** | | This module is part of a comprehensive suite of modules and resources for developing media production skills. This module will help the target group to understand the basic principles of visual-graphic design and production in order to aid the spread of their message and support their local community. | | | |
| **Learning Outcomes of the Module** | | At the end of the module participants will be able to:   * Define the term “Visual Graphics” * Define the term “Infographic” * Explain the different formats of posters / infographics * Learn the basic principles of poster / infographic development * Understand the concept of data visualization * Learn the building blocks of posters / infographics: maps, charts and flow charts * Identify the best ways of presenting content in a poster / infographic * List the open-source platforms for creating a poster / infographic * Identify the right platforms for distributing posters / infographics * Follow guidelines for developing a poster / infographic effectively * Make use of some of the building blocks of infographics: maps, charts and flow charts * Use elements like type, colour and an underlying grid structure * Research and use open-source software for poster / infographic development * Share effectively the produced posters / infographics on digital platforms * Put theoretical knowledge into practice * Put into practice creative techniques and processes for developing posters / infographics * Adopt a planned and structured approach to developing a poster / infographic * Appraise differences between open-source platforms * Work in a self-confident manner with posters / infographic production media * Willingness to cooperate and be open-minded * Openness to work as part of a creative team | | | |
| **Module duration** | | 5 hours | | | |
| **Topics** | | Introducing the basic principles of visual-graphic design concepts, colour theory and production techniques using available open-source platforms. | | | |
| **Preparation** | | * Find a room with chairs and tables, computers, projector, wi-fi and audio speakers. * The facilitator should familiarize themself with open source online platforms Canva, Venngage and Piktochart * Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don’t need to have any experience or knowledge in the fields that they are going to be trained and supported through the activities included in this workshop. Assure them this is a creative process; it is rarely a case of “right” and “wrong” and that the purpose of this module is to take natural instinct and talent and refine it to get maximum impact from your designs. * Inform the participants that they need to bring with them their own laptop and if possible, their own mouse. * Organise catering for coffee and snacks or provide information about nearby food options. | | | |
| **The Lesson Plan for F2F Learning** | | | | | |
| **Nr.** | **Topics and Sub-topics/Learning Activities** | | **Duration**  **(minutes)** | **Training Methods** | **Materials/ Equipment Required** |
| **1** | **Introduction**  The facilitator welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the 5-hour workshop.   * Introduction to Visual Graphics * Methods of Visual Design * Introduction to Infographics * Key Points of Design Preparation * Basic Principles of Design   The facilitator invites participants to introduce themselves by standing and announcing their name | | 15 minutes | Informal Talk |  |
| **2** | **Theory Presentation**  This segment of the presentation will walk participants through a brief history of visual graphics while also covering some key terms and establishing the current state of visual graphics. | | 35 minutes | Presentation | Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 3 to 16  Workbook  Internet  Speakers |
| **3** | **Activity Nr 1: Deconstruct Design**  The facilitator reminds participants of what was covered in the previous PowerPoint Presentation: ***Graphic Design is visual communication***.  The facilitator invites participants into a brief discussion imagining a world without graphic design. The facilitator concludes that things would be very different (all products would be packaged in plain white paper, signposts in cities would not exist etc) **(5 minutes maximum)**  The facilitator invites participants to look around the room and choose one piece of graphic design around them. This can be the cover of a notebook or phone, the slogan on a coffee cup or t-shirt, or any posters displayed in the room. (If there are a limited number of such items available in the room, the last slide of PPT1 has 9 different logos which can be used for this exercise, but it is best if participants can choose their own).  Once each participant has selected a unique piece of design, call each participant at random to describe their chosen design.  If necessary, the facilitator can prompt with questions:   * Do you like the design? * Why? * Who is the target of this design? * What emotion does this deign inspire? * What impression do you think this design is aiming to make?   The facilitator lists the descriptive adjectives used on the flipchart and keeps a count for each participant.  The participant with the most adjectives is the winner!  The facilitator summarizes what the key points of the exercise are:   * Visual graphics are everywhere * Visual graphics are an essential part of civilization * We rely on visual graphics to convey messages | | 40 minutes | Activity | Flip chart  Markers  Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 17 & 18 |
| **4** | **Coffee Break** | | 15 minutes |  |  |
| **5** | **Theory Presentation**  The facilitator defines what are Visual-Graphics and Infographics. Introducing common formats and purposes.  This segment of the PowerPoint is illustrated with design examples. It is encouraged for the facilitator to occasionally invite commentary from participants on their opinion of these designs:   * What do they like? * What don’t they like? * Who might the target of the design be? * Can they think of other examples? | | 60 minutes | Presentation | Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 19 to 41  Workbook  Internet  Speakers |
| **6** | **Theory Presentation**  The facilitator continues with the foundations of colour theory. There is a video included in the PowerPoint Presentation.   * The key points of design preparation and the basic principles of design follow in this segment of the PowerPoint Presentation. | | 30 minutes |  | Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 42 to 60  Workbook  Internet  Speakers |
| **7** | **Coffee Break** | | 15 minutes |  |  |
| **8** | **Activity Nr 3: Designing Your Own Visual Graphic**  The facilitator instructs participants to open their laptop and invites them to begin designing a poster of their choosing using the platforms and strategies covered today.  Participants can use any design format they feel most comfortable with and can choose to promote any item, concept or brand they wish (even fictional).  The facilitator will be at hand to assist and support with any technical queries.  Participants are informed that they have 40 minutes to work on this design. When that time is up there will be a brief pause for refreshments, after which participants will present their design to the group.  The facilitator assures participants that ***the purpose of this exercise it to familiarize themselves with online platforms and avail of the technical support of the facilitator.***  40 minutes is a short time to make a design so participants should not stress too much about the final product. ***The idea is to explore and have fun.***  Participants are asked to email the final design to the facilitator on completion. | | 30 minutes |  | Laptops  Projector  Workbook  Internet  Speakers  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 61 to 62 |
| **9** | **Activity Nr. 4: Final Work Presentation**  The facilitator will open the designs at random, displaying them one at a time with the projector. The owner of each design is invited to stand and discuss their design. The facilitator can encourage participants with prompting questions where necessary:   * What format is this design? * Who is the target audience? * What is the mood of the design? * What is the goal of the design? Is there a call to action? * Discuss the use of space? * What are the main design elements? * Where is the design balance? * Is there a use of proximity and alignment?   The facilitator can also encourage feedback from the group.  This should be a supportive discourse, which encourages all efforts made. The purpose is to increase the confidence of participants and therefore their likelihood to continuing practicing design. The facilitator should ensure each piece receives a round of applause.  The facilitator reminds participants that visual graphic design is art with a purpose, but it is still art!  Participants are encouraged to continue evaluating the designs they see on a day to day basis and to practice creating their own as often as possible. ***The more you look, the more you know. And the more you try, the better you’ll get!*** | | 10 minutes |  | Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 63 to 64  Workbook  Internet  Speakers |
| **10** | **Evaluation Session** - On conclusion of the presentations, participants are asked to fill out the questionnaire before leaving. | | 5 minutes |  | Laptop  Projector  PowerPoint Presentation –  PPT 1 - WIRES-CROSSED M6 – slides 65 to 66  Workbook  Internet  Speakers |
| **Duration of the Module** | | | 5 Hours | | |
| **Training Material for F2F Learning** | | Printed Workbook | | | |
| **Sources** | | * Ellis, M. (2018) A Brief History of Graphic Design. Retrieved from: <https://99designs.ie/blog/design-history-movements/history-graphic-design/> * Vital, A. (2018) How to Think Visually Using Visual Analogies. Retrieved from: <https://blog.adioma.com/how-to-think-visually-using-visual-analogies-infographic/> * Reid, M. (2019) The 7 Principles of Design. Retrieved from: <https://99designs.ie/blog/tips/principles-of-design/> * Rawal, A (2018) 10 Basic Principles of Graphic Design. Retrieved from: <https://medium.com/@anahatrawal/10-basic-principles-of-graphic-design-b74be0dbdb58> * Vital, A. (2018) What Is An Infographic. Retrieved from: <https://blog.adioma.com/what-is-an-infographic/> | | | |

# Self-directed Learning Resources

Self-directed Learning Activity

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 1: Introduction to fake news | | |
| **Activity Title** | Hoax or Real Website? | **Duration of Activity**  **(in minutes)** | 90 minutes |
| **Learning Outcomes** | * Distinguish the “fake news” from the “right news” * Develop creative thinking and analytical thinking * Selection of specific databases to find specific information * Develop information literacy skills | | |
| **Aim of activity** | By completing this activity, you will be able to understand the difference between a hoax and a real website by using certain assessment strategies. Additionally, you will learn to use certain fake news assessment tools so as to become digital literate. | | |
| **Materials Required for Activity** | You will need:   * Note taking materials, pen or pencil * A digital device such as computer, laptop, tablet or smart phone * Access to the internet * The table that is included in the next section of this activity containing all the questions to be answered in order to distinguish the hoax from the real website. | | |
| **Step-by-step instructions** | In order to successfully distinguish the hoax from the real website please follow the guidelines:   * Step 1-Visit the following two websites: * <http://www.thedogisland.com/> * <https://www.pbs.org/wgbh/nova/dogs/potpourri.html> * Step 2-Use the following table and answer the questions included in order to come up with a decision regarding which website is a hoax and which is real. Write your answers next to each question:  |  |  | | --- | --- | | **Website name and URL:** | | | Scan the perimeter of the page and look for answers to these questions using the 5 W’s of Cyberspace (adapted from [Media Awareness Network, “Deconstructing Web Pages”](http://www.aspartame.net/uk/pdfs/deconstructing_web_pages.pdf)) | | | **Who** created the page?   * Is there an “about us” section? * Do they list credentials? * Is there contact information? * Who is the intended audience? |  | | **What** information are you getting?   * Are there multiple points of view represented? * Does the author use OPINION words, such as always, never, least, greatest, best, worst, all, none, should, or most? * What is the tone? Is it serious? Does it contain elements of parody, satire, or irony? * Can the information be verified through other sources? |  | | **When** was this article posted?   * Is it current? * Has it been updated recently? |  | | **Where** is this webpage located?   * Look at the URL. Is this a personal page or site? * What is the domain (.com, .org, .net, .edu, .gov)? |  | | **Why** would I use this site as a source of information?   * Can I verify this information? * Why was this site published? Was it to entertain, to inform, to explain, to persuade, to sell, or some combination of these things? |  | | 2. Look for quality, asking yourself the following questions: | | | * Does the overall design look professional? * Are there any spelling mistakes or other writing errors? * Are links credible or broken? * Are there any advertisements? |  | | 3. Look at the images, asking yourself the following questions: | | | * Who created the images? Is credit given? * Do they look like they have been changed with a photo-enhancing program? * Are shadows consistent? * Are there jagged edges? * Are there identical objects in the photograph? * Could the scene in the photo really have happened? |  | | 4. Explore how the site is viewed by others: | | | * What sites link to it? (You can find out using Google by entering link: URL of the website) * Use a search engine for the topic. What sites come up? |  |  * Step 3-Reflect by using the following questions and decide Which website is real and which is a hoax: * What about this site makes it seem credible? * How long did it take you to suspect that this site was a hoax? * Why would someone want to create a site like this? | | |

Self-directed Additional Resources

SDLR-1

|  |  |
| --- | --- |
| **Module Title** | Module 1: Introduction to fake news |
| **Topic** | Disinformation |
| **Title of Resource:** | Action Plan against Disinformation |
| **Why use this resource?** | The Action Plan responds to the calls of the European Council in June and October 2018 to develop a coordinated response to the challenges in this field, especially in view of the forthcoming European elections. It focuses on how to deal with disinformation both within the EU and in its neighbourhood. Other actions aim to strengthen coordinated and joint responses to disinformation, to mobilise the private sector to make sure that it delivers on its commitments in this field, and to improve the resilience of society to the challenges that disinformation creates. |
| **What will you get from using this resource?** | This Action Plan Against Disinformation will motivate you to:   * Develop joint responses to disinformation in cooperation with your community members * Improve societal resilience against the threat that disinformation poses * Become a supporter of quality journalism * Be aware of the European Commission’s actions against fake news and contribute towards that goal |
| **Link to resource:** | <https://ec.europa.eu/commission/publications/action-plan-disinformation-commission-contribution-european-council-13-14-december-2018_en> |

SDLR-2

|  |  |
| --- | --- |
| **Module Title** | Module 1: Introduction to fake news |
| **Topic** | The danger of Fake News |
| **Title of Resource:** | How Fake News Does Real Harm |
| **Why use this resource?** | On April 14, 2014, the terrorist organization Boko Haram kidnapped more than 200 schoolgirls from the town of Chibok, Nigeria. Around the world, the crime became epitomized by the slogan #BringBackOurGirls -- but in Nigeria, government officials called the crime a hoax, confusing and delaying efforts to rescue the girls. In this powerful talk, journalist Stephanie Busari talks about this fake news story. |
| **What will you get from using this resource?** | By watching this video having Stephanie Busari talking about the Chibok tragedy, you will understand the deadly danger of fake news and you will be informed about what we can do to stop it. |
| **Link to resource:** | <https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm> |

SDLR-3

|  |  |
| --- | --- |
| **Module Title** | Module 1: Introduction to fake news |
| **Topic** | Identifying Fake News |
| **Title of Resource:** | Evaluating Websites: Identifying Fake News Sources |
| **Why use this resource?** | Sometimes the truth *is* stranger than fiction, but often stories that seem preposterous are from fake news sources. Before you share a story, or cite it in your research, take some time to find out if it is real. Many people share stories before they even read them. |
| **What will you get from using this resource?** | This platform, operated by Maxwell Library, provides various online tools that can help you check resources and decide if they are fake or real so as to be sure that you consume and share information that will not cause any harm to you and to the society. |
| **Link to resource:** | <https://library.bridgew.edu/c.php?g=590539&p=4086409> |

SDLR-4

|  |  |
| --- | --- |
| **Module Title** | Module 1: Introduction to fake news |
| **Topic** | Spreading Fake News |
| **Title of Resource:** | How fake news spreads like a real virus |
| **Why use this resource?** | Using the tools for modelling the spread of infectious disease, cyber-risk researchers at Stanford Engineering are analysing the spread of fake news much as if it were a strain of Ebola. “We want to find the most effective way to cut the transmission chains, correct the information if possible and educate the most vulnerable targets,” says [Elisabeth Paté-Cornell](https://profiles.stanford.edu/m-elisabeth-pate-cornell), a professor of management science and engineering. |
| **What will you get from using this resource?** | In this article you will find scientific-based answers to the following very important questions:   * How does fake news replicate across social media? * What makes it spread faster? * What kinds of people are most susceptible? * Is inoculation possible? * What does the future hold? |
| **Link to resource:** | <https://engineering.stanford.edu/magazine/article/how-fake-news-spreads-real-virus> |

SDLR-5

|  |  |
| --- | --- |
| **Module Title** | Module 1: Introduction to fake news |
| **Topic** | Misinformation |
| **Title of Resource:** | The Misinformation Virus |
| **Why use this resource?** | Extraordinary insight into the deliberate misinformation which can cause real negative results and problems of bots. |
| **What will you get from using this resource?** | The science journalist and writer, Angela Saini, is fascinated by how bad ideas spread and in this podcast, she investigates the very real impact of online scientific misinformation. From the dangerous anti-vaccination campaigns to those who deny the reality of climate change, she assesses the scale and extent of the threat we face |
| **Link to resource:** | <https://www.bbc.co.uk/sounds/play/m000c9sm> |

Self-directed Learning Activity

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques | | |
| **Activity Title** | What do you love in your local community? | **Duration of Activity**  **(in minutes)** | 180 |
| **Learning Outcomes** | * Organize and plan an audio-visual project. * Develop interview questions for an audio-visual product * Produce audio-visual content with own mobile digital devices * Demonstrate digital skills to capture footage on a smartphone * Put theoretical knowledge into practice. * Learn on an autonomous basis. | | |
| **Aim of activity** | By completing this activity, you will be able to implement all the steps of the process for producing an audio-visual product. Furthermore, you will create a stronger connection to your local community. | | |
| **Materials Required for Activity** | You will need:   * Smartphone * Headphones * Laptop * Video editing software | | |
| **Step-by-step instructions** | You have to create a video of 3-minute duration. In order to successfully create your video product, follow the steps:   * Step 1 - Create a short text for intro and outro. Where you present the question “What do you love in your local community?   *Intro Example: Hello dear follower, my name is Melanie from Downtown and I love my local community, the reason for that is the good relationship I have with my neighbours. I decided to ask them what their reason is. Check out what they answered me.*  *Outro Example: Thank you for watching and share with me what you love in your local community! Enjoy your day!*   * Step 2 - Find 5 people from your local community that will agree to answer the question “What do you love in your local community? * Step 3 - Plan a different location for the shooting of the different people. * Step 4 - Record some landscapes footages from your location * Step 5 - Record yourself the intro and the outro. * Step 6 - Meet the people in 5 different locations. Explain them that they have to give you short and clear answer. * Step 7 - Make sure there is enough light and no disturbing external noise * Step 8 - Backup the video material on your computer * Step 9 - If you don’t have video editing software download ‘Openshot’ free video editing software and install it on your computer. * Step 10 - Open the video editing software and follow the guidelines:   + Import the video material in the program   + Bring each one of the scenes onto the timeline by following the order of Intro ⇨ Landscape footages⇨ people answer ⇨ outro   + Cut out the unnecessary video material (long pauses between the questions, repetition in the answers, aha, mhm... unpleasant sounds) until the scenes are in the timeline in an order that satisfies you.   + Add text “What do you love in your local community?” at the beginning of the video and the name of the people that was involved in the production at the end of it.   + Apply colour correction   + Apply sound correction   + Export * Step 11 - Publish the video on Facebook or Instagram * Step 12 - Add the hashtag: [#wirescrossed](https://www.facebook.com/hashtag/wirescrossed?source=feed_text&epa=HASHTAG&__xts__%5B0%5D=68.ARD90mFEQEKgtqjzukdmIxAH-p5bIWejd__c-GKfExlpuwgsdrXsdXBHJn0hkm6VjvNKruNrkA1D0sRYJ78dbpCxiij57Xper3o7Apv-5GWZG-CIScTfNrAOl8cHv6T4DZfQiIpuImJPtSNHpFIYkXxAAWawW1PSVbCq1KmqYZaCcxcykWg-qe31HUE1-oypodO1iw8eecmrUps3M0a_7we4wF_oi6XjWs3-ETyoF_Z7B3FTqLDz-ypqCRIc6E9xtHodcxwurDGs98CZRNdJvQdZwLMeBOhZzG7xH6IRxVfFq1W9IqfUalbiT5z-pkSuoNEUivg6ILvLi6blACn-zDDBEA&__tn__=*NK-R) * Step 13 - Enjoy the likes   Here you could find an example of a similar video:  <https://www.youtube.com/watch?v=nxtADVwGmy0&pbjreload=10>  Please keep in mind that this example has no intro and outro as your final product should have. | | |

Self-directed Additional Resources

SDLR-1

|  |  |
| --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques |
| **Topic** | Postproduction |
| **Title of Resource:** | Free sources editing software |
| **Why use this resource?** | This resource gives information about the available free editing software/applications and describes the advantages and disadvantages of each one. It also provides access to tutorials that explain how to work with the software. |
| **What will you get from using this resource?** | By exploring the various software available freely you will have the opportunity to find the best editing software that suits your needs and learn how to work with it. |
| **Link to resource:** | **Open sources editing software**  Mobile apps for Android:   * **InShot** fast and easy, perfect for social media, not too many options, too many adds, if you don’t watch them till the end, after you export your video you will have a watermark. * **KineMaster** - have more editing options but if its free it will have watermark.   Beginners tutorial: <https://www.youtube.com/watch?v=KBUUbkPNgGE&pbjreload=10>   * **Power Director** - great program a lot of options but unfortunately when it’s free it will have watermark   Beginners tutorial: <https://www.youtube.com/watch?v=V4Sd80roEfw&pbjreload=10>  Mobile apps for IPhone & IPad:   * **KineMaster:** good for editing but very basic when it comes to colour corrections, the free version has a watermark.   Beginners tutorial: <https://www.youtube.com/watch?v=C4QCY8K1RJI&pbjreload=10>   * **Imovie**   Beginners tutorial: <https://www.youtube.com/watch?v=a7sjT_BySf8&pbjreload=10>  Apps for Windows, Mac and Linux   * **Lightworks:** free program with basic feature, there is also a paid version that allows you to use all possible features. The good it there are a lot of tutorials on their website, to learn easy how to use the program.   <https://www.lwks.com>   * **OpenShot**: absolutely free with a lot of options effects and transitions.   <https://www.openshot.org/>  Beginners tutorial: <https://www.youtube.com/watch?v=l_r12b99TIg&pbjreload=10>   * **Shotcut**: very good program with tutorials on their website   <https://shotcut.org>   * **Davinci Resolve:** it’s a professional editing software use mostly for colour grading, but also allow you to edit and create a motion. The program has system requirements.   YouTube provide I 1000 of tutorials of what you could do with the program.  <https://www.blackmagicdesign.com/products/davinciresolve/>  Beginners tutorial: <https://www.youtube.com/watch?v=52vK5mzl1jQ&pbjreload=10> |

SDLR-2

|  |  |
| --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques |
| **Topic** | Production |
| **Title of Resource:** | How to shoot steady video without a tripod |
| **Why use this resource?** | Nowadays we have our mobile devices always with us but we are not always prepared for video shooting. This tutorial helps to create a good stable video without using a tripod. |
| **What will you get from using this resource?** | By watching this video you will learn a very useful technic for creating a quality video by using a mobile phone. |
| **Link to resource:** | <https://www.youtube.com/watch?v=gzL4VmzXY5o&pbjreload=10> |

SDLR-3

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| --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques |
| **Topic** | Production |
| **Title of Resource:** | Filmmaking Accessories for iPhones & Androids |
| **Why use this resource?** | In order to develop a video in a more professional way and reach the maximum potential of a mobile device for recording and creating a video, certain accessories are needed. This resource provides important information regarding the available filmmaking accessories for iPhone and Android devices. |
| **What will you get from using this resource?** | By watching this video you will be informed on the most common and useful accessories to be used with your mobile devices and this will result in gaining all the appropriate knowledge to create quality videos that express yourself. |
| **Link to resource:** | <https://www.youtube.com/watch?v=Ycpqv36s0Fg&pbjreload=10> |

SDLR-4

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| --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques |
| **Topic** | Production |
| **Title of Resource:** | The Rule of Thirds & The 180 Degree Rule |
| **Why use this resource?** | This resource provides a detailed explanation about the basics for building a frame composition by using the rule of Thirds. The 180-degree rule enables the audience to visually connect with unseen movement happening around and behind the immediate subject. |
| **What will you get from using this resource?** | You will learn how to follow the Rule of Thirds & the 180 Degree Rule and create professional videos. |
| **Link to resource:** | The Rule of Thirds  <https://www.youtube.com/watch?v=HMjvvltQpmw&pbjreload=10>  The 180 Degree Rule  <https://www.youtube.com/watch?v=Bba7raSvvRo&t=63s&pbjreload=10> |

SDLR-5

|  |  |
| --- | --- |
| **Module Title** | Module 2: Audio-Visual Production Techniques |
| **Topic** | Production |
| **Title of Resource:** | How to Shoot an INTERVIEW - 5 pro TIPS | Cinecom.net |
| **Why use this resource?** | This resource gives basic tips that will help you to develop interview videos in a more professional way. |
| **What will you get from using this resource?** | By watching this video you will enhance your skills in video interview making. |
| **Link to resource:** | <https://www.youtube.com/watch?v=VGXON1Pj0C0> |

Self-directed Learning Activity

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| --- | --- | --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog | | |
| **Activity Title** | Writing my Blog Post | **Duration of Activity**  **(in minutes)** | 90 minutes |
| **Learning Outcomes** | * Create text-based blog posts using best practices * Edit your blog or micro-blog post * Organize and plan a text-based blogging and microblogging project. * Put theoretical knowledge into practice. * Put into practice creative techniques and processes for developing a text-based blog or micro-blog post * Become content wise * Adopt a planned and structured approach on implementing a text-based blogging and micro-blogging project | | |
| **Aim of activity** | By completing this activity, you will learn the steps to plan, produce and edit a text-based blog post. You will put into practice creative techniques and processes for developing a good text-based blog. | | |
| **Materials Required for Activity** | * Laptop with a word processor * Internet access | | |
| **Step-by-step instructions** | Your task is to write an engaging blog post that will attract your readers with the length of 500-800 hundred words.  To complete this activity, follow these steps:   1. Before you begin writing, consider your **subject** (what you want to write about). Choose the subject that really interests you and you often like to talk about it.   In order to find your subject, try asking yourself:  What am I passionate about?  In what topic do I have expertise or a desire to learn?   1. When you choose the subject, think about a **theme** (your specific angle and area of focus), then an **objective** (what you want to accomplish).   To find the subject, ask yourself:  What do I want to concentrate on?  Is there a specific manner in which I want to attack this issue? What will my writing “voice” be? (e.g. Humorous, sarcastic, practical, anecdotal, etc.)   1. Brainstorm **ideas** for your theme. Write everything what comes to your mind concerning this theme. 2. Go through these ideas and make an **outline** of your post.   Remember – an outline is a guide, not an immutable series of commandments. If something doesn’t work, whether it is a sentence, a paragraph, or even a whole section, don’t hesitate to make the cut. You do not have to always stick to your outline.   1. Write your post based on your outline and brainstorming activity. If it is difficult for you to write an introduction, you can write it as the last one. If you are stating some facts, check them. 2. Choose from one to three **images** that are relevant to the topic and indirectly convey a message to the readers. These types of images help to form an emotional bond between you and your blog readers. You can download free images from Pixabay, Gratisography, Freestock, or for example Unsplash. 3. **Edit** your post. Remember to check spelling and grammar, substitute words that are often repeated and remove “crutch” words. This a word that, no matter how carefully they might try, the writer simply cannot help themselves from including in their work. Keep in mind that the text should be structured, and sentences and paragraphs kept short. Before finishing, make sure to read the whole post aloud. 4. Ready? Congratulation! You have just written your first blog post. From this time writing will be easier and easier with every published post. You can publish it on your personal social media profile and get the feedback of an audience. | | |

Self-directed Additional Resources

SDLR-1

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| --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog |
| **Topic** | How to Use the Most Popular Social Media Channels to Bring this Content to the Public Domain |
| **Title of Resource:** | How to Use Instagram for Micro-blogging |
| **Why use this resource?** | Useful tips, such as: using location tags and hashtags or comments and interaction, which are described in this article, will help you to increase the engagement of your readers. |
| **What will you get from using this resource?** | In this article you will find useful information about what is micro-blogging, how to micro-blog with Instagram and what to do to make your Instagram posts engaging. |
| **Link to resource:** | https://www.soulful.mba/blog/how-to-use-instagram-for-micro-blogging |

SDLR-2

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| --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog |
| **Topic** | Writing an Introduction |
| **Title of Resource:** | 5 Easy Ways to Write an Irresistible Introduction |
| **Why use this resource?** | This resource can help you with writing an introduction to your blog post by presenting particular introduction samples. |
| **What will you get from using this resource?** | In this article you will find five different ways how you can open a blog post. Introduction techniques such as quotes, statistics, fun facts, classical narrative, a question, and setting the scene are described here in detail with analysis of their effectiveness. |
| **Link to resource:** | <https://www.wordstream.com/blog/ws/2017/09/08/how-to-write-an-introduction> |

SDLR-3

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| --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog |
| **Topic** | SEO |
| **Title of Resource:** | How Learning SEO Can Improve your Writing |
| **Why use this resource?** | Reading this article will help you to understand the term SEO and give you tips how to make your blog post SEO friendly. |
| **What will you get from using this resource?** | This article and video source simply explain the term SEO and introduces specific methods how to apply SEO in your blog writing. |
| **Link to resource:** | <https://www.seerinteractive.com/blog/how-learning-seo-can-improve-your-writing/> |

SDLR-4

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| --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog |
| **Topic** | Where to Blog |
| **Title of Resource:** | How to Create a Website |
| **Why use this resource?** | The instructions given in this article will help you to build and design a website for your blog without knowing anything about web development, design or coding and without having to spend money. |
| **What will you get from using this resource?** | This resource will provide a detailed and intelligible description of how to create a website for your blog even for the total beginners. |
| **Link to resource:** | <https://websitesetup.org/> |

SDLR-5

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| --- | --- |
| **Module Title** | Module 3: How to Develop and Promote an Engaging Blog |
| **Topic** | The open-source blogging platforms and strategies of dissemination on social media platforms |
| **Title of Resource:** | The Complete Guide To Social Media Marketing For Bloggers |
| **Why use this resource?** | This article will help you to orientate in opportunities of promoting your blog and will guide you on how you can determine the best social network for promoting your blog. |
| **What will you get from using this resource?** | In this article, you will find tactics that will allow you to get the most out your efforts to market your blog posts on social media. These are tactics that have worked to help build some of the biggest blogs on the Internet. |
| **Link to resource:** | <https://www.quicksprout.com/social-media-marketing-for-bloggers/> |

Self-directed Learning Activity

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| --- | --- | --- | --- |
| **Module Title** | Module 4: Photography with smartphones in open source environments | | |
| **Activity Title** | The photo album of your community | **Duration of Activity**  **(in minutes)** | 180 |
| **Learning Outcomes** | * Organize and plan the photo album on social media. * Provide the correct credits on the photographs collected in the album. * Improve your digital skills to make photos with a smartphone and use social media. * Put theoretical knowledge into practice. * Autonomous learning from a community work perspective. | | |
| **Aim of activity** | With the creation of a photo album of your community you could discover the existence of the many amateur photographers living in your territory and, by enhancing the passions of the residents including their photographs in the album, you can increase the consensus towards the Community Media Centre project. In addition, you will be able to understand the technical evolution that this practice has had over time, activating with the exchange of photographs the narration of local stories, significant characters and relevant events experienced by previous generations. | | |
| **Materials Required for Activity** | You will need:   * Smartphone * Block notes * Release forms * Internet connection | | |
| **Step-by-step instructions** | To create an album of your community and to be able to publish it on Facebook, or on another social of your choice, we advise you to follow the following steps:  1: identify the themes you want to communicate with your photos, that is, give this album a title;  2: seek inspiration from members of your community, and try to ask them if they have old or significant photographs to show you and if they want to make them public;  3: if their answer is yes, have a release signed for their publication, also noting the name of the owner of the photo who agrees to make it public and the date/year of the shoot;  4: at this point the photo on paper must be reproduced in digital format, so try to photograph it with your smartphone (take more shots because the quality will still be lower than that of a direct photo);  5: complete your album with photos you have taken up to **20 images**;  6: connect to Facebook, or your favourite social media, read and follow the instructions on how to create a photo album;  7: publish your album.  Obviously you are free to choose the social network you prefer, following the same steps. | | |

SDLR-1 Digital versus Analogic

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| **Module Title** | Photography with smartphones in open source environments |
| **Topic** | Blog – Article with photos |
| **Title of Resource:** | Digital versus Analogic: can we use the same rules? |
| **Why use this resource?** | In her article, “Back to Basics: 10 Composition Rules in Photography”, posted by Sandra on 07 December 2016, “Composition rules in photography should always be handy because the success of your work depends on them”. But what changes if we use analogic cameras or the smartphones, that people generally use for taking photos, and how can we apply these rules and how they can be adapted to our digital devices? |
| **What will you get from using this resource?** | This article is very brief and supported by 10 images, providing clear examples of each rule. Reflecting on these composition rules you will be more aware about the expected quality of a “good image”. Specifically, learners will;   * Learn the basic rules of photography (analogic and digital), the basic concepts of digital photography, the different types of photography and their nuances. * Understand quality and play of light and learn the rule of thirds, identifying problems in images, and know what makes a technically good photograph. * Identify the technical requirements for photo production when using mobile digital devices. |
| **Link to resource:** | <https://blog.depositphotos.com/back-to-basics-10-composition-rules-in-photography.html> |

SDLR-2 What is a DSLR camera

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| **Module Title** | Photography with smartphones in open source environments |
| **Topic** | Article on a commercial website |
| **Title of Resource:** | What is a DSLR Camera Exactly? |
| **Why use this resource?** | DSLR cameras are the standard, most popular camera choice by far. They are versatile and offer professional photographs with high image quality. They can also work with an array of interchangeable lenses or lens types. So what is a DSLR camera exactly?  DSLR is the abbreviation for Digital Single Lens Reflex:   * *Digital* means that the camera doesn’t operate with photosensitive film. Instead, there is a fixed, digital sensor in it. * *Single lens* means the camera uses the same lens for framing, focusing, and taking the photograph. This is different from rangefinder and twin-lens-reflex constructions. With those types, you can’t see the view from the lens that will take the shot. This leaves you with the need to rely on other methods for setting up the shot. * *Reflex* refers to a system where a mirror splits or directs the incoming light towards the optical viewfinder. It allows you to see an exact, optical view of the scene. This mirror can be fixed and semi-transparent (in SLT-type cameras) or can flip up during exposure (in SLRs and DSLR). |
| **What will you get from using this resource?** | Reading this article written by Expert Photography © 2011-2019 (All Rights Reserved) you can improve your technical knowledge of the specific glossary in the photography world.  Specifically, learners will;   * Learn the basic rules of photography (analogic and digital), the basic concepts of digital photography, the different types of photography and their nuances. * Understand quality and play of light and learn the rule of thirds, identifying problems in images, and know what makes a technically good photograph. * Identify the technical requirements for photo production when using mobile digital devices. |
| **Link to resource:** | <https://expertphotography.com/what-does-dslr-stand-for/> |

SDLR-3 Common mistakes made by new photographers

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| **Module Title** | Photography with smartphones in open source environments |
| **Topic** | Article by James Maher about the common mistakes made by new photographers |
| **Title of Resource:** | 10 Common Mistakes Made by New Photographers |
| **Why use this resource?** | Over time, the author has started to notice that a majority of the mistakes he sees come from the same small group of errors that are repeated constantly, particularly by less experienced photographers.  He suggests keeping in mind that all of these common mistakes can also be advantages when done well and with purpose!  And what are the most common technical mistakes?   1. Colours are too strong or unrealistic 2. Shots are not sharp enough 3. The composition is off 4. Not close enough 5. Contrast, exposure, black and white levels are off 6. Heavy-handed HDR (High Dynamic Range) 7. No subject 8. Photographs are not consistent enough 9. Too many travel photos and not enough close to home 10. Too many photos   After reading this article you can select among your photos the best ones to upload on favourite social media. |
| **What will you get from using this resource?** | In this article James Maher, together with some brief explanation notes, also provides the examples of these typical mistakes done by beginners. His suggestions could be very useful in planning and creating stories through photographs and following guidelines for good composition.  On the other side, when reviewing your photographs for the selection you will exercise your critical thinking, understanding if you have done (or not) the same mistakes described by the author of this article.  The final step, with the uploading on Instagram, will help you to better know this social media, mainly targeted for sharing photos, and the publication on the Wires-Crossed Facebook page will provide the opportunity to view the public reactions and to share ideas with the other partner countries’ LMTs on the Online Interactive Portal.  Specifically, learners will;   * Identify the technical requirements for photo production when using mobile digital devices. * Organize and plan a photography project, taking photos in different scenarios, creating stories through photographs, and following guidelines for good composition. * Take photo and edit images by using mobile digital devices. |
| **Link to resource:** | <https://digital-photography-school.com/10-common-mistakes-made-by-new-photographers/> |

SDLR-4 Photo manipulation basics and viral fake photos

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| **Module Title** | Photography with smartphones in open source environments |
| **Topic** | The first article is about the main online tools for improving your photos, organise and share them.  The second blog is a nice collection of fake viral photos. |
| **Title of Resource:** | Some photo manipulation basics & 30 Fake Viral Photos People Believed Were Real |
| **Why use this resource?** | Before you start to consider software, you’ll need to think through what you want to be able to do. The most basic photo manipulation task is to size the photo. In the digital world, each image has essentially three different sizes:   * **Image size** is the physical dimensions of the image, measured in inches or pixels. Too big, and it will throw off the look and flow of your Web page or email newsletter. * **Resolution** refers to the number of dots, or pixels, in a linear inch of the image, measured in dots per inch (DPI). The Web can only display images at 72 DPI or lower. For print, images should be at least 200 DPI. Most printers, especially inkjets and some laser printers, won’t print higher than 300 DPI. * **File size** is how many bytes the image takes up on your hard drive, measured in kilobytes (KB) or megabytes (MB). File size is dependent on image size and resolution, as well as the file format. Smaller file sizes will load more quickly on Web pages, which often use multiple images that quickly add up to large files. As a general rule of thumb, under 100KB is okay for a Web photo, and under 50KB is ideal. |
| **What will you get from using this resource?** | The first article, by *TechSoup Global,* contains a lot of suggestions, both for beginners and professionals, on the main online platforms targeted to edit and manipulate your photos, free and paid.  While in the 2nd blog, by Rugile, BoredPanda Staff, you can have an overview on how photos can be manipulated for fake news production.  Through this resource learners will;   * Research and use open-source software for photo editing. * Effectively share the produced images on digital platforms. * Put theoretical knowledge into practice through a photography project. * Adopt a planned and structured approach on implementing a photography project. * Appraise differences between open-source and proprietary software. * Work in a self-confident manner with image production media. * Appreciate creating images by using open-source software. * Improve know-how to cooperate and be open-minded. * Be open to work as part of a creative team. * Adopt a critical thinking approach on the potential “fake images”. * Learn on an autonomous basis. |
| **Link to resource:** | 1. <https://www.connectingup.org/learn/articles/few-good-photo-manipulation-tools> 2. <https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic> |

SDLR-5 Photo shooting, editing and sharing

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| **Module Title** | Photography with smartphones in open source environments |
| **Topic** | This article, by Anna Robeson, contains a lot of suggestions, both for beginners and professionals, on the main online platforms targeted to edit and manipulate your photos, free and paid. |
| **Title of Resource:** | Top 20 Android Apps for Photo Shooting, Editing and Sharing |
| **Why use this resource?** | There are hundreds of apps dedicated to photography alone, so **how can you choose the perfect one**? Make sure you capture, edit, share, and preserve the most important moments of your life by using one of the following 20 photography apps for photo shooting, editing, and sharing. We’ve broken them down into categories for you, so read on;   * Best Editing Apps * Best Photography Apps * Best Sharing Apps * Best Professional Apps |
| **What will you get from using this resource?** | This resource will help to summarise some of the Apps, used by beginners and professionals to capture, edit, share, and preserve your photos.  Through this resource learners will;   * Research and use open-source software for photo editing. * Effectively share the produced images on digital platforms. * Put theoretical knowledge into practice through a photography project. * Adopt a planned and structured approach on implementing a photography project. * Appraise differences between open-source and proprietary software. * Work in a self-confident manner with image production media. * Appreciate creating images by using open-source software. * Improve know-how to cooperate and be open-minded. * Be open to work as part of a creative team. * Adopt a critical thinking approach on the potential “fake images”. * Learn on an autonomous basis. |
| **Link to resource:** | <https://www.lifehack.org/articles/technology/top-20-android-apps-for-photo-shooting-editing-and-sharing.html> |

Self-directed Learning Activity

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| **Module Title** | Module 5: Audio: How to develop and promote a podcast | | |
| **Activity Title** | Recording a podcast segment | **Duration of Activity**  **(in minutes)** | 60 |
| **Learning Outcomes** | * Adopt a planned and structured approach to implementing an audio project | | |
| **Aim of activity** | Practice working with a microphone and recording a podcast segment. | | |
| **Materials Required for Activity** | * Workbook * Notetaking materials * Microphone or recorder * Computer * Audio editing software (e.g. Audacity) | | |
| **Step-by-step instructions** | * Select one of the segments you described in Activity Nr 9 and try to get at least three minutes of recording for that segment. * Plan and write out your script or questions for the interlocutor (you can re-use and adapt material you produced during Activity Nr 5, 7 and/or 9). * Read instructions for working with a microphone described in SDLR-5. * Select what audio recording equipment you will use (consult the Workbook or SDLR-1). * Record your video in a quiet place, with less ambient noise. * Check if your sound files are of good quality and saved. * Transfer your files onto a computer and use the selected audio editing software to edit the recording if necessary (e.g. cut out pauses or mistakes). | | |

Self-directed Additional Resources

SDLR-1

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| --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast |
| **Topic** | Learn how to start a podcast |
| **Title of Resource:** | Podcasting Simplified |
| **Why use this resource?** | Podcasting Simplified is a podcast series produced by Ross Winn, a digital marketing expert that has helped people launch and grow podcasts since 2014. |
| **What will you get from using this resource?** | You will learn how to podcast, but you'll also learn about podcast equipment, SEO, marketing, online advertising, and the business of podcasting. |
| **Link to resource:** | https://tunein.com/podcasts/Business--Economics-Podcasts/Podcasting-Simplified-p1091927/?topicid=136062551 |

SDLR-2

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| --- | --- |
| **Module Title** | Module 5: Audio: How to develop and promote a podcast |
| **Topic** | Podcasting guides |
| **Title of Resource:** | Podcast Insights |
| **Why use this resource?** | Podcast Insights can help you start, grow, and monetize your podcast.  It can also help you select the right audio equipment as quickly as possible so that you can start creating content. |
| **What will you get from using this resource?** | A comprehensive directory of podcasting guides and resources – you will learn how to equip and upgrade your podcast studio, chose a podcast hosting platform, find the latest podcast directories, how to grow a podcast with your own website, blog, and email list.  It also provides reviews and guides on how to incorporate video content, green screens, music, and full studio setups into podcasting. |
| **Link to resource:** | <https://www.podcastinsights.com> |

SDLR-3

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| **Module Title** | Module 5: Audio: How to develop and promote a podcast |
| **Topic** | Podcast planning steps |
| **Title of Resource:** | The Podcast Cheat Sheet |
| **Why use this resource?** | This podcast cheat sheet is meant to help you through steps required to get your podcast show up and running from the ground up |
| **What will you get from using this resource?** | It provides information on benefits of starting a podcast as well as practical exercises to help you define your show and the content you’ll be podcasting about. |
| **Link to resource:** | <https://www.mojoweb.com/wordpress/wp-content/uploads/2018/05/podcast-cheat-sheet.pdf> |

SDLR-4

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| **Module Title** | Module 5: Audio: How to develop and promote a podcast |
| **Topic** | Podcast hosting and publishing |
| **Title of Resource:** | How (and Where) to Host and Publish Your Podcast |
| **Why use this resource?** | It is a comprehensive, simple and direct list of podcast hosting and publishing platforms. |
| **What will you get from using this resource?** | Detailed information (pros, cons, basic info) on podcast hosting and publishing options that will help you select the appropriate platform for your podcast. |
| **Link to resource:** | <https://convertkit.com/podcast-hosting> |

SDLR-5

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| **Module Title** | Module 5: Audio: How to develop and promote a podcast |
| **Topic** | Podcast publishing platforms |
| **Title of Resource:** | Student Youth Network (SYN) Podcasting Trainee Manual |
| **Why use this resource?** | A simple guide on podcast production steps, including practical exercises, resource links and technical explanations. |
| **What will you get from using this resource?** | A guide on how to record podcast audio with a microphone, a podcast interview, audio file types, and podcast planning steps. |
| **Link to resource:** | <http://syn.org.au/app/uploads/pdf/Podcasting%20Learners%20Guide.pdf> |

Self-directed Learning Activity

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| **Module Title** | Module 6: Visual Graphics | | |
| **Activity Title** | Turn Your Town into an Infographic | **Duration of Activity**  **(in minutes)** | 180 |
| **Learning Outcomes** | * Organise and plan a visual graphic project * Develop good practices for gathering and condensing data into visual designs * Develop insight into the wide range of design possibilities when creating an infographic * Apply critical thought when considering the target audience of a design * Demonstrate digital skills to create visual graphic design * Demonstrate artistic skills to create visual graphic design * Put theoretical knowledge into practice * Learn on an autonomous basis * Learn to foster creativity in a remote environment | | |
| **Aim of activity** | By completing this activity, you will be able to implement all the preparation processes and the best design practices for producing an infographic.  Through preparation and research, you will also create a stronger connection to your local area and while doing so, generate new ways of contextualising information you wish to share with your community. | | |
| **Materials Required for Activity** | You will need:   * Laptop * Internet access | | |
| **Step-by-step instructions** | You are creating an infographic about your local community.   * **Step 1** – Brainstorm.   Start by thinking about the things that make your town special. You can think in terms of history, demographics, character, geography, wildlife, or public figures.  List as many different elements as you can think of. When you have finished, start sorting these elements into categories. Think to yourself, are these elements linked in some way?  Decide which category you wish to proceed with this. This is now the theme of your infographic.  **Step 2** – Research.  Gather statistics, facts, and any available data relevant to your theme.  Try to link the information together. It is unlikely you will include everything, the aim here is to have a cohesive narrative.  Sometimes it is useful to take the information you collect and write it into a short paragraph, like a story. This will help you find the flow of the data you wish to share.  **Step 3** – Identify the goal.  Now that you have decided on the general information you want to share. Decide exactly what data you want to convey. Turn your paragraph into bullet points.  **Step 4** – Consider your audience.  Who are you sharing your infographic with? Consider your local community. Take note of significant colour schemes you feel are appropriate, decide on how you hope to make people feel when they see your infographic. In one or two words summarise the impact you intend to have, write this down and reference it regularly throughout the entire process. This will help you make decisions and lead to a more cohesive overall design.  **Step 5** – Now that you have a clear idea of who your audience is, decide how best to reach them. What platform will you be publishing your infographic on? If you have one particularly in mind, it is strongly advised that you search what their recommend dimensions are.  **Step 6** – Draft an outline  Now you must decide on a format. Look at your bullet points and visualise a design.  Maybe it will be a timeline or a map?  Perhaps you will use an image representing your community?  What do you want to have visually represented in your infographic?  Roughly sketch this out on paper. It may take more than one attempt, but that’s okay! It’s all part of the design process  **Step 7** – Log on to your chosen opensource platform and begin your graphical design.  Throughout the design process consider the basic principles of design   * What is your used of **space**? * Is there **balance**? * Have you considered **proximity**? * Have you exercised **alignment**?   **Step 8** – Download and save your completed design to your computer.  **Step 9** – Publish your infographic online, using the hashtag: #wirescrossed  **Step 10** - Ask your friends and family for feedback on your design  **Step 11** – Enjoy the satisfaction of having completed your first visual graphic design project! | | |

Self-directed Additional Resources

SDLR-1

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| **Module Title** | Module 6: Visual Graphics |
| **Topic** | Production |
| **Title of Resource:** | Further Information on Open Source Platforms for Developing Your Design |
| **Why use this resource?** | This resource provides information about the available open source online platforms and the pros and cons of each one. Many of these platforms do have additional access you need to pay for, but all have basic capacities of high value functions that are offered free of charge. |
| **What will you get from using this resource?** | By exploring the various online platforms available you will have the opportunity to find out which is the best option of open source editing platform for you. |
| **Link to resource:** | **Open source design platform.**   1. **Canva**   Canva is a graphic design platform that allows users to create social media graphics, presentations, posters and other visual content such as infographics. It is available on web and mobile, and integrates millions of images, fonts, templates and illustrations.  Tutorial: Canva Poster Tutorial <https://www.youtube.com/watch?v=dCv1oMXk-XM&t=44s>  Review: Canva Review <https://www.youtube.com/watch?v=LpSA4k7DEys>   1. **Venngage**   Venngage is an easy to use website where you can create stylish content for websites, presentations, ads, social media use and much more. There are templates for a wide range of projects including infographics, reports, posters, promotions and social media images.  Tutorial: How to create a infographic on Venngage <https://www.youtube.com/watch?v=jb1kY64ywBk>  Review: Free Infographic Maker review Venngage <https://www.youtube.com/watch?v=lemhkKXNONE>   1. **Piktochart**   Piktochart is a web-based infographic application which allows users without intensive experience as graphic designers to easily create infographics and visuals using themed templates.  Tutorial: Piktochart Tutorial <https://www.youtube.com/watch?v=jTRxyxDVHuw>  Review: Piktochart Review <https://www.youtube.com/watch?v=e3v0t2gbaxE> |

SDLR-2

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| **Module Title** | Module 6: Visual Graphics |
| **Topic** | Graphic Design Fundamentals |
| **Title of Resource:** | Beginning Graphic Design: Fundamentals |
| **Why use this resource?** | This resource will support you to learn more about the fundamentals of design and discover new techniques to make your designs look professional. |
| **What will you get from using this resource?** | In this video you will learn the fundamentals of graphic design. You will gain insight into:   * Line * Shape * Form * Texture * Balance * The rule of thirds |
| **Link to resource:** | <https://www.youtube.com/watch?v=YqQx75OPRa0&t=238s> |

SDLR-3

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| **Module Title** | Module 6: Visual Graphics |
| **Topic** | Typography |
| **Title of Resource:** | Beginning Graphic Design: Typography |
| **Why use this resource?** | There is an endless number of available typographies online. It is important to recognise the advantages and disadvantages of various fonts and be able to identify what best suits your design. |
| **What will you get from using this resource?** | In this video you will learn the basics of working with typography. This video will give insight on:   * Using and combining various fonts to make graphic elements stand out * Which fonts to avoid * Other important terms, like hierarchy, leading, tracking, and kerning. |
| **Link to resource:** | <https://www.youtube.com/watch?v=sByzHoiYFX0> |

SDLR-4

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| **Module Title** | Module 6: Visual Graphics |
| **Topic** | Layout and Composition |
| **Title of Resource:** | Beginning Graphic Design: Layout and Composition |
| **Why use this resource?** | Layout and composition are integral to the success of any design. Increased awareness of both will help to sharpen your eye for design. |
| **What will you get from using this resource?** | This video covers the basics of layout and composition in graphic design. You will gain insight into the basic principles of layout and composition, which include:   * Proximity * White space * Alignment * Contrast * Repetition |
| **Link to resource:** | <https://www.youtube.com/watch?v=a5KYlHNKQB8> |

SDLR-5

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| **Module Title** | Module 6: Visual Graphics |
| **Topic** | Images |
| **Title of Resource:** | Beginning Graphic Design: Images |
| **Why use this resource?** | Images are often the very first thing a viewer will see in your design. Choosing the right one is imperative to gaining good traction for your design. |
| **What will you get from using this resource?** | By watching this video, you will learn the basics of using images in your visual graphics. This video delivers insight and information on:   * Finding good quality stock images * Editing images using cropping, resizing, and other adjustments. |
| **Link to resource:** | <https://www.youtube.com/watch?v=MELKuexR3sQ> |

