Live Skills

Development of Curricula

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- The role of Belfast Metropolitan College was to manage the development of Work Package 3 – Curriculum Development for the three courses -
- 1. Arts Management - Bulgaria
- 2. Cultural Entrepreneurship - Greece
- 3. Digital and New Technologies - UK

INTRODUCTION

▸ The three course modules would be developed over four key stages -

▸ 1. Development of the Core Curriculum Plan

▸ 2. Development of Outline of Teaching Methodologies and Modes of Delivery

▸ 3. Development of a Trainers Manual

▸ 4. Development of Resource and Teaching Materials

INTRODUCTION

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- The Core Curriculum Plan outlines the learning outcomes for each of the modules within each course.

- Each course comprised of four modules.

- The plan contained -

- 1. An introduction overview for each module

- 2. Definition of learning outcomes for each module

- 3. Details of each learning outcome

CORE CURRICULUM PLAN

CORE CURRICULUM PLAN

Module 1: Introduction to Creative Media Software

Module code:	LS-DNT-1
Module Title	Live Skills Digital and New Technologies Module 1: **Introduction to Creative Media Software**
Module Description:	This module introduces learners to the software available for use in in the Live Performance and Audio-Visual Sectors, with a focus on techniques that will help learners bring their projects to a wider audience. This is a fun, practical and dynamic module that will cover diverse skills from how to make a simple smart-phone video through to understanding audio and imaging software. This module is suitable for learners who are not familiar with specialist video and audio software and equipment. However, the learner must be proficient in the basic use of ICT, as the module includes a large amount of software practice. The Learning Outcomes in this unit can be linked together into an overall project comprising how to create the video, apply the audio, and create a poster or flyer to promote a project. As such, this module will also develop project management and promotional skills.
Qualification:	TBC
EQF Level:	4
Duration:	8 days (8 hours per day)
Learning outcomes	
Name of LO1	Implementing a plan for and producing a short video production.
Definition of LO1	The learner will be able to generate an idea for a short video project. They will be able to generate an idea for and plan a short video production. The learner will develop foundational skills in the recording and editing of a video project. Knowledge of a range of video editing software and its purpose will also be developed.

	Knowledge	Skills	Competencies
Description of LO1	LO1.1 The learner will be able to describe and define a range of recording equipment and video editing software and will be able to identify which technology and programs are suitable for their own video production.	LO1.2 The learner will outline a plan for a short video project, including an outline of the aims and target audience, and will use relevant equipment and industry software to record, edit, and share, the project.	LO1.3. The learner will evaluate the effectiveness of their video production and critically reflect on their own production skills.

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Live Skills – WP 3.1 Designing a common approach and framework (M&-M8)

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▶ Reading lists and other research materials for successful delivery were also provided for each course.

CORE CURRICULUM PLAN

- This document was designed to assist the lead curriculum partners with the outline of teaching methodologies and modes of delivery for each course.

- It included the Live Skills application requirements and templates that should be completed by the lead curriculum partners for each module.

OUTLINE OF TEACHING METHODOLOGIES AND MODES OF DELIVERY

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It also included details of the days and hours required for delivery of each individual module within each course.

Number of days	Theoretical face-to-face	Theoretical Virtual Classes	Theoretical Online individual learning	Cross Country Project	Total Days
Introduction to Video and Audio Software	3	2	2	1	8
Digital Art and Design	3	2	1	1	7
Digital Marketing	2	1	1	1	5
Total theoretical days	10	8	4	3	20
Digital and New Technologies Work-based learning			20		20
				Total Days	40

OUTLINE OF TEACHING METHODOLOGIES AND MODES OF DELIVERY

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▶ Also included is a full breakdown of each teaching session – what should be taught and what methods should be used for delivery.

OUTLINE OF TEACHING METHODOLOGIES AND MODES OF DELIVERY

Module 1: Introduction to Creative Media					
Module Name	Introduction to Creative Media				
Module Code					
Session #	Linked to Learning outcome & Aims of session	Teaching methods	Learning activities	Resources/Reading	Assessment of Learning
1	LO1.1 The learner will be able to describe and define a range of recording equipment and video editing software and will be able to identify which technology and programs are suitable for their own video production. Objectives: Identify and describe technologies suitable for video production	Theoretical - face to face. Presentations and practical demonstrations on use of specialized equipment and specialized software for video production. .	Three Points Summary: Learners are asked to summarize the three most important points of the lecture and if possible to relate it to their professional experience. Working in groups, one group checks and evaluates the other group. The teacher assesses both groups	Video camera or video recording device - phone, tablet. Computer / laptop / with the corresponding video processing software. / The type of software is determined by the teacher/.	Minute Paper – What was most useful that you learned? What questions remain? A 5 minute quiz to ensure they have gained the knowledge in the lesson and a one minute presentation on knowledge gained.
2	LO1.2 The learner will outline a plan for a short video project,	Presentations, demonstrations and practical exercises,	Application of the theoretical knowledge to implement a	Computer / laptop / with the	Students will complete self-assessment to be

OUTLINE OF TEACHING METHODOLOGIES AND MODES OF DELIVERY

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▸ This document provided guidance to trainers/lecturers on –

▸ managing the classroom in face-to-face lessons

▸ managing theoretical virtual classes

▸ monitoring online individual learning

▸ monitoring and evaluating work-based learning

TRAINER'S MANUAL

▸ It includes advice on using resource materials including

▸ PowerPoints

▸ Use of the web to aid delivery including videos created by experts in the field

▸ The use of Virtual Learning Environments (VLEs)

TRAINER'S MANUAL

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It also includes advice on managing the Work Based Learning element of the courses including sample briefs and assessment and sample live briefs.

TRAINER'S MANUAL

Sample Live Brief 3

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

Describe the Live Brief scenario:

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

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

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

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

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

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▶ The final part of the curricula development process was the development of resource materials which can be used by trainers/lecturers to deliver each of the classes for each course.

RESOURCE MATERIALS

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▶ A wide range of materials were created for face to face delivery, materials for use through blended learning and creation of materials suitable for self- guided learning.

RESOURCE MATERIALS

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- Materials created included –

- PowerPoints for face to face delivery

- Videos for use in blended learning and self-guided learning.

- Student hand outs and step by step guides including information for further learning.

RESOURCE MATERIALS

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Alongside this lesson outlines for teachers were also created for individual lessons which provided information for trainers/lecturers on how to use the materials for individual lessons.

RESOURCE MATERIALS

▸ Understandably the process for the development of the curricula was a lengthy.

▸ All documents had to be reviewed, assessed and proofed by each of the countries and institutions involved in the process.

ISSUES

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As a result many versions of each document were created to ensure a high quality of content and that each was fit for purpose. Each version was clearly identified.

ISSUES

Dissemination level	
Restricted to other programme participants (including Commission services and project reviewers.	
Version control	Date
Version 0.1	
Version 0.2	03/03/18
Version 0.3	05/03/18
Version0.4	07/03/18
Version0.5	
Version 0.6	28/03/18
Version0.7	280318
Version0.8	230418
Version0.9	24/04/18
Version 1.0	30/04/18
Version 1.1	08/05/18
Version 1.2	11/05/18
Version 1.3	20/05/18
Version 1.4	30/05/18
Version 1.5	15/06/18

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▶ Resource materials had to be revised to make sure that copyrighted material had not been used and images and other content such as images was clearly identified and acknowledged.

▶ All material had to use content freely available for use through Creative Commons.

ISSUES

▶ This resulted in material constantly being reviewed and corrections made where appropriate.

▶ Quality assurance was a very important part of the process to ensure materials were suitable for delivery and also for making public once the pilots had completed.

ISSUES

- Finally all documents and materials had to be translated into each country's own language including all resource materials. Again a difficult and lengthy process.

ISSUES

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▶ What is described here is only a short summary of the process of developing Work Package 3.

▶ Partners worked extremely hard to provide the materials for the development of curricula.

▶ As the manager of the project Belfast Met would like to thank all the partners for their hard work and patience in delivery of this work package.

CONCLUSION

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Thank you

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