



European Curriculum of Video Teachers for Green Industry



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Introduction

The VideoTeach Project

The Covid-19 crisis has vastly accelerated the necessity of a digital transition in every level of the society. While there is a big need for more effective, flexible, and attractive teaching tools for the green industry, including the development of educational videos, for educators in the green industry without prior experience, the video-developing process seems intimidating.

The VideoTeach project aims to develop educators' digital competences and promote video education as the main tool for digital teaching.

In addition, the project sets out to:

- Promote video education in rural areas, by providing rural teachers with competences and tools covering digital and video necessities.
- Promote video education in the green industry, supporting the development of methodologies, tools, and video contents in the specific industries of renewable energy.
- Support rural teachers in the development of their professional career by facilitating the recognition of existing digital learning outcomes, providing structured training and more.

European Curriculum of Video Teachers for Green Industry

The purpose of this document is to highlight the content and subjects of the learning units to be developed as part of the VideoTeach Project, which will comprise of the Methodology for Creation of Video Teachers Green Industry and will eventually lead to the development of the VideoTeach project deliverable Video Teaching Content for Green Industry.

Thus, this document highlights the learning units to be developed by VET partners and rural teachers from VET centres in the format of learning video courses.

The EU CV for teachers willing to promote video education in their green industry training is the first step in the consecution of a structured teaching, with potential to recognize competences at EU level.

In addition to the above, the European Curriculum of Video Teachers for Green Industry will also support the following objectives:

- to promote video education in the green industry and support the development of methodologies, tools, and especially of video content in the specific industries of renewable energy.
- to map the learning objectives teachers need in order to promote video education as a key resource for digital education.
- to promote the recognition of competences for digital teachers and the definition of recognition schemes for learning outcomes already acquired in formal, non-formal and informal contexts.

The development of the European Curriculum of Video Teachers for Green Industry was based on the VideoTeach Competency Profile of Video Teacher for Green Industry (VideoTeach CP), a competency profile that describes the required knowledge, skills, and attitudes of future Video Teachers. The

VideoTeach CP is based on the existing training needs of the industry, focusing on filling the gaps of the teachers, trainers, and mentors and covering the specific necessities of the green industry teaching.

Like the CP, the EU CV structure is developed including EU Qualification Structures (EQF, ECVET, etc.), quality principles (e.g., EQAVET), and following ESCO, which will help employers to have a better understanding of the learning outcomes acquired by employees and jobseekers.

The European Curriculum of Video Teachers for Green Industry covers the following two modules, drawn from the VideoTeach CP Sections 2 and 3:

1. Integrating Videos into Teaching and Learning
2. Creating Videos for Teaching and Learning

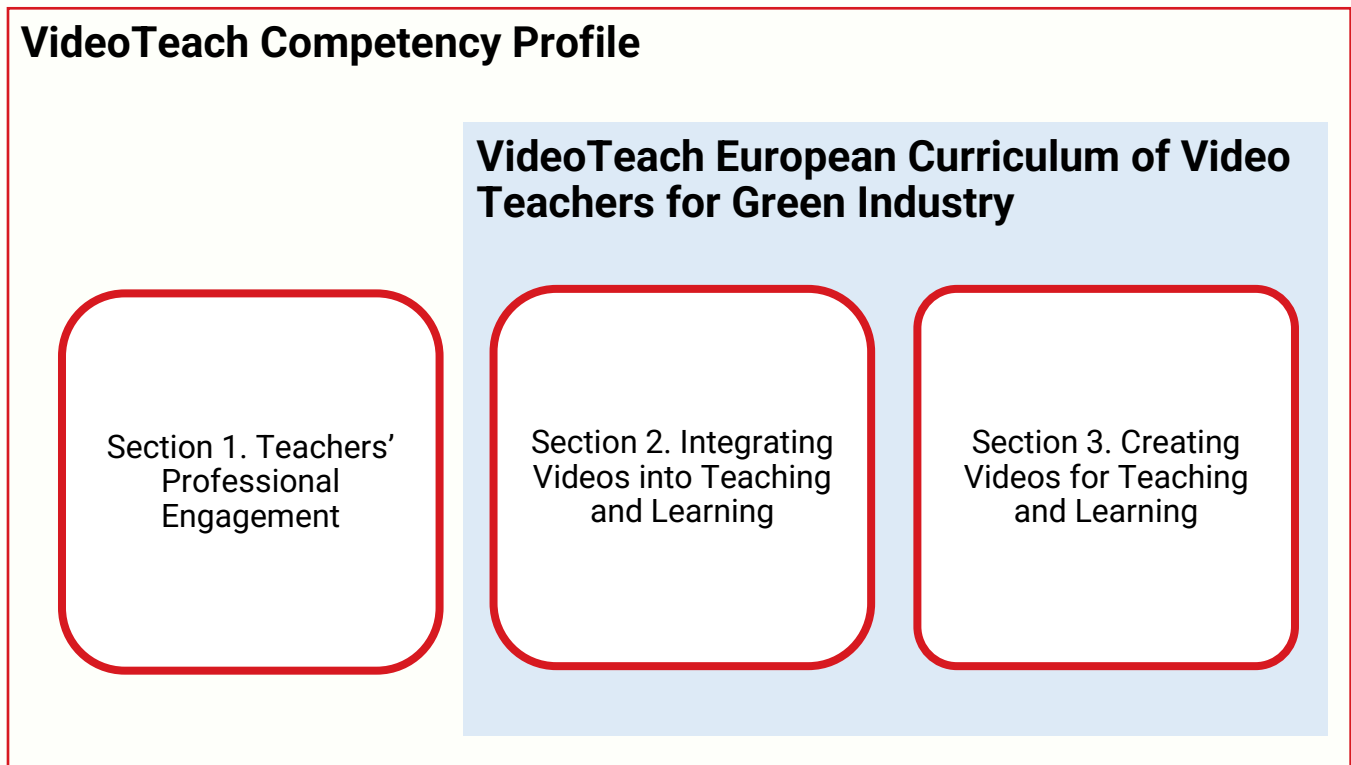
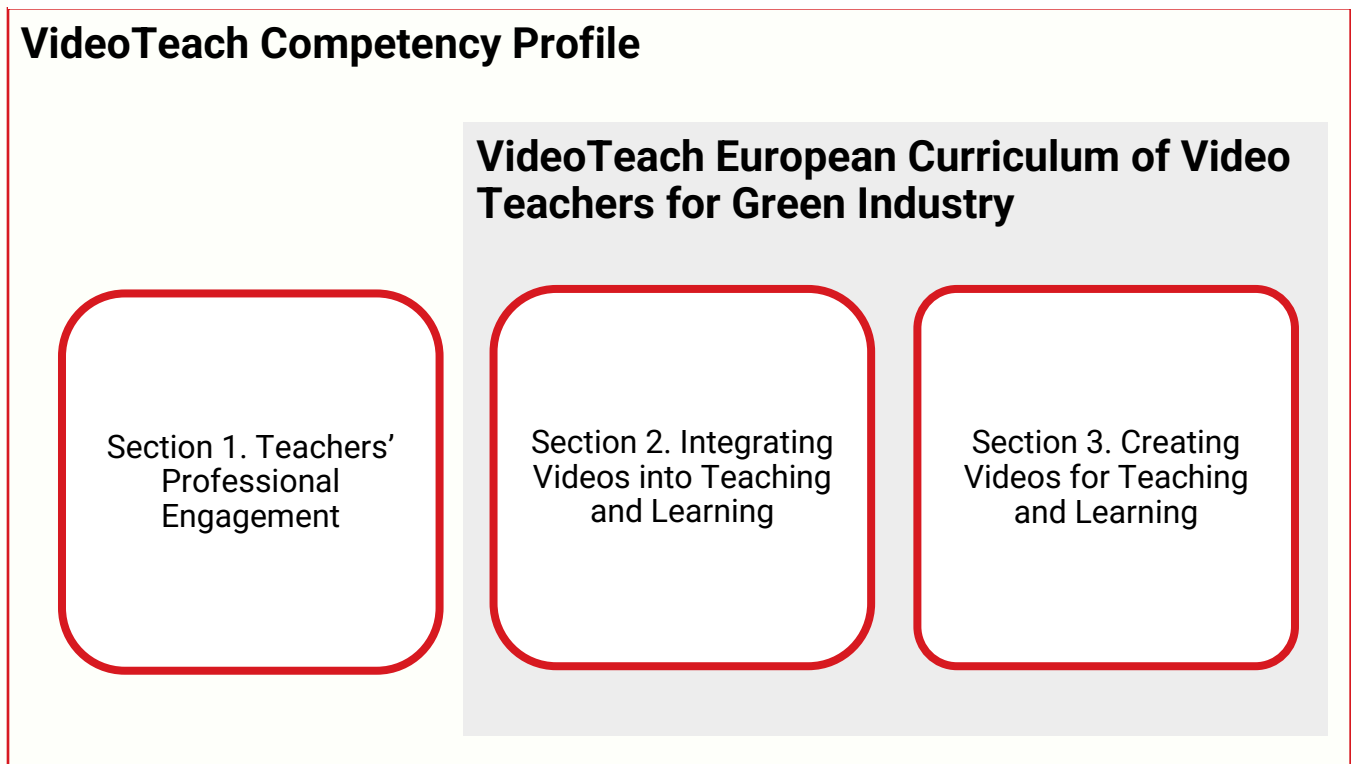


Fig . The content of Sections 2 and 3 will form the basis for the development of the structure and contents of the training units of the European Curriculum of Video Teachers for Green Industry, which will lead to the development of the Video Teacher Self-Training Video Course for Green Industry.



Module 1. Integrating Videos into Teaching and Learning

Module 1 of the European Curriculum of Video Teachers for Green Industry deals with the skills teachers need in order to identify videos and incorporate them into the learning opportunities they provide.

Unit 1: Introduction to the EU CV

Sub-Unit	Short Description	EQF	Hours
U1.1 Introduction	Introduction to the European Curriculum of Video Teachers for Green Industry; importance of videos for teaching and learning.	1	0,15
U1.2 Overview –Skills requirements	Overview of the basic digital skills needed for the training and overview of video development content.	1	0,15

Unit 2: Identifying and selecting resources

Sub-Unit	Short Description	EQF	Hours
U2.1 Search engines and techniques for learning and other media	Basic and advanced information on the main search engines teachers need to identify videos and other media, practical tips, and techniques.	2	0,5
U2.2 Media Copyrights	Intellectual property, copyright rules, copyright types, Creative Commons licences.	2	0,25
U2.3 Copyright free platforms	The main platforms with copyright free videos and digital resources (images, text, audio).	2	0,3

Unit 3. Integrating digital material in the teaching

Sub-Unit	Short Description	EQF	Hours
U3.1 Integrate existing materials from other sources	Channels to present the digital resources (PowerPoint, Prezi, Genially, YouTube, Vimeo), tools for presenting materials and their possibilities. Technical aspects of material integration in presentations.	2	0,6
U3.2 Digital Tools for Assessment of teaching and learning - Formative Assessment	Interactive and gamified tools to be used during the lessons, including Mentimeter, Kahoot!, Plickers, Padlet, Flipgrid, Eduboom, and other tools for quizzes, polls.	2	0,6
U3.3 Digital Tools for Assessment of teaching and learning - Summative Assessment	Tools for teachers to assess students learning at the end of a learning unit, including Google Forms and SurveyMonkey.	2	0,6

Unit 4. Sharing knowledge

Sub-Unit	Short Description	EQF	Hours
U4.1. Sharing knowledge	Types of protection for their own creation, including sharing methods for the created content, social media, and other open platforms.	2	0,25
U4.2 Sharing methods for the created content	Software and platforms for sharing, cloud sharing, academic sources, and other means, including Dropbox, Google Drive, and Microsoft OneDrive.	2	0,6

Module 2. Creating Videos for Teaching and Learning

Module 2 addresses the skills necessary for teachers to develop their own videos based on the needs of their students and incorporate these videos into the learning opportunities they provide.

Unit 1. Introduction and Pre-production

Sub-Unit	Short Description	EQF	Hours
Introduction, Basic video terminology	Basic terms and concepts teachers need to know in order to develop their own videos.	1	0,3
Design Before Recording	Identifying the needs and goals of the video and recording preparation.	2	0,25
Shooting crew positions	Different shooting crew roles depending on the size of your crew.	2	0,25
Script Writing	Practical tips on video script writing based on the needs and aim of your project and what to avoid.	2	0,25

Unit 2. Hardware for recording, creation, and edition.

Sub-Unit	Short Description	EQF	Hours
Mobile, camera and video recording devices	Video-shooting hardware and how to select the proper video-shooting equipment for your videos.	2	0,4
Mobile, camera, Bluetooth devices and audio recording devices	Audio recording hardware and how to select the proper equipment for your videos.	2	0,4
Lighting	Lighting hardware and tips on DIY lighting with home material.	2	0,25
Hardware for video editing	Equipment including boards, computer webcam, laptops, tripods, gimbal and more.	2	0,5

Unit 3. Production

Sub-Unit	Short Description	EQF	Hours
Storytelling	Practical tips on how to make your videos more creative and engaging in order to attract the attention of your students.	2	0,25
Interviews	Planning and conducting successful interviews, shooting tips and what to avoid.	2	0,25
Shooting Techniques	Focuses, angles, light, number of videos, number of shots, audio conditions, and more.	3	0,4
Audio recording	Tips and techniques when recording audio for interviews, voiceovers and more.	2	0,3
B-roll	Learn what B-roll is and whether you need it in your videos.	3	0,25

Unit 4. Video Processing

Sub-Unit	Short Description	EQF	Hours
Computer Software options	Free and paid software options, and how to choose the software to work with, including Shotcut, Premiere Pro, DaVinci Resolve, and more.	2	0,4
Mobile Software options	Free and paid software options on Android and/or iOS, including InShot, Quik, and more.	2	0,4
Editing techniques	Cutting between scenes and transitions.	3	0,25
Assuring accessibility to the digital material	Guidelines and recommendations for more accessible content.	2	0,25
Video Photography	Introduction to colour correction, colour grading, and graphics.	3	0,3
Finishing and exporting	Tips for finalising and exporting a video based on the platforms you will be sharing on.	3	0,3

Unit 5. Audio Processing

Sub-Unit	Short Description	EQF	Hours
Audio mixing and audio processing	Introduction audio mixing and audio processing; what to look into fixing your audio.	1	0,25
Software options	Free and paid software options for desktop and mobiles, and how to choose the software to work with, such as Audacity, Ocenaudio, Ashampoo Music Studio 2019, Audiotool, and more.	1	0,4
Audio processing techniques	Trimming audio, noise reduction, change of tempo, converting audio files.	2	0,3

Unit 6. Other creation of video

Sub-Unit	Short Description	EQF	Hours
Creation of animations	Introduction to animation, pros and cons, and practical tips to storytelling.	2	0,15
Animation Software	Free and paid software options to develop your own video animations.	2	0,4
Animation via PowerPoint	Develop your video animations via Microsoft PowerPoint.	2	0,3

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