



Creating Machinima Empowers Live Online Language Teaching and Learning

4.7 Teacher Training Course 2



Disclaimer

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Deliverable Number: 4.7

Deliverable Name: Teacher Training Course 2

Description: Having made modifications to the content and delivery based on feedback from the first version of the course, a second course was implemented with a target of trainees from both inside and outside the consortium.

Dissemination: Public

Signed off by: Project Coordinator

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Curriculum Framework for Machinima Teacher Training Course

This curriculum aims to provide a framework for the training of teachers in pedagogical and practical applications of machinima - real-time animated films taken in Virtual Worlds (VWs) for teaching and learning in VWs - in language and CLIL teaching. It is based on piloting courses run within the scope of the CAMELOT project, accompanied by project partners and evaluated by an external examiner.

Aims

The course aims to empower teachers to develop user-generated video content or machinima which is adapted to the needs of their learners, using a task-based or project-based approach in their language and CLIL teaching.

Target group

The course is designed for language and CLIL teachers with pedagogical background and experience. Students undertaking teacher training may also participate in the course, it will benefit them in their future career.

Facilitator and facilitation

The facilitator needs to have an excellent understanding of both how to use virtual worlds (VWs) and make machinima. S/he should ideally be a language teacher with experience of VWs and teaching/learning in VWs, and should have an adequate command of VWs technology.

It is recommended that participants and trainers/facilitators meet twice per week face-to-face or virtually. The facilitator or the organisation providing the training needs to decide whether meetings should take place on a communication platform like Adobe Connect or in VWs. Learning new features should be a self-study process in the first two weeks in Moodle or whatever platform will be used for the course. Creating machinima is vital to the success of the course, and for this a virtual learning environment is needed.

Mentors

Cooperation with “mentors”, i.e., teachers or students with a good command of Second Life/VWs affordances is highly recommended. Such mentors can help beginners in VWs to take their first steps in a virtual world. Similarly, the existing knowledge and skills of mentors will be fostered while teaching participants new to the field. Mentor and learner may agree on additional meetings during the six weeks reserved for the course.

Time frame

The whole course comprises 6 weeks with two meetings per week with the whole group. The first two weeks will familiarise teachers with techniques and ways of managing virtual worlds for (language/CLIL) teaching, or for brushing up their knowledge of and skills needed in VWs. In the case of advanced learners, the time devoted to this may be shortened.

Weeks three to six, will focus on the production of machinima combined with embedding productions meaningfully in (language) teaching practice or planning towards achieving that outcome.

On registration, participants will receive a self-assessment questionnaire which they should complete before starting the course. This will help them to track their learning progress and to compare it with the self-assessment questionnaire results at the end of the course. There is also a survey to provide background information to the facilitators. This survey will enable the facilitator and the mentors to adjust the content of the course to the needs of the trainees; a feedback questionnaire at the end of the course will give them insights into their achievements and, perhaps, any remaining weaknesses in the course design and contents. These documents can also be used to evaluate the course.

Machinima Open Online Course Teacher Training Programme

Welcome to The CAMELOT Project Machinima Open Online Training Course. This is an overview of the whole course; individual sessions need to be planned by the facilitator to work on the platforms chosen on which to run the training.

Introduction

The objectives of the course are to learn how to make and use machinima in the classroom, so there is a mix of practical and pedagogic objectives.

The practical objectives are designed around learning how to use Second Life or another virtual world, how to screencast and finally how to edit the footage to make a Machinima. The pedagogic objectives provide some theoretical background for teaching and help teachers to identify the pedagogy of practical application of machinima in the classroom. This course is a six week online course which will be run on the three different platforms explained below:

1 Second Life©, or another virtual world (www.secondlife.com). Before the course begins participants need to:

- sign up for Second Life© (Virtual World) membership
- download the Second Life or other Virtual World viewer, and
- make an avatar

The first time that you log in participants will be put into an orientation area; the better one learns the skills covered there, the easier the start of the course will be. This should be done before the start of the course. Note that participants new to the virtual world in use should have the opportunity to come into the virtual world to take part in a couple of orientation sessions during the week before the course starts.

2. Adobe Connect or other virtual classroom, all participants need to do is log in wearing a headset at the appointed sessions.

3. Moodle or other VLE: A user ID and password should be sent out before the course starts.



The Course

Dates and Overview	Objectives and Tasks – Tick off the tasks as you do them.
<p>Week 1 This week we are beginning to learn Second Life skills.</p> <p>There will be two synchronous meetings in week 1, the first will be in the Adobe room to introduce the course.</p> <p>The second will be in Second Life and will be an opportunity to practice the week 1 skills.</p> <p>The meetings will be spread apart to give everyone the opportunity to complete the set tasks for each week.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● to start to get familiar with Second Life© ● to consider why people use machinima in their teaching and, or learning ● to consider some of the pedagogies related to teaching in a virtual world <p>Tasks</p> <p>1.1 Introduce yourself</p> <p>1.2 Communication in Second Life© http://youtu.be/YoSepN7ufP8</p> <p>1.3 Turn up individual volume http://youtu.be/aCJEPO5D_sg</p> <p>1.4 Change sound settings http://youtu.be/4qKZIB6e7p4</p> <p>1.5 Change the name above your head http://youtu.be/Zn211lrqQ9w</p> <p>1.6 Tell us how you are getting on in Second Life©</p> <p>1.7 Reflection on student's work https://youtu.be/lb2aQKanXKQ</p> <p>1.8 A reading task http://the-round.com/resource/making-and-using-machinima-in-the-language-classroom/</p>
<p>Week 2 This week we are learning all about the avatar, how to make different outfits and different avatars ready for acting as different characters in your machinima.</p> <p>The Adobe room meeting is mandatory if you can't attend it is necessary to watch the recording.</p> <p>The second will be in Second Life and will be an opportunity to practice the week 2 skills.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● learning to dress your avatar ● changing avatars ● mix and match avatar clothing ● working with gestures and animations ● using a holodeck ● controlling light <p>Tasks</p> <p>2.1 Read the following resource: https://www.teachingenglish.org.uk/article/tbl-pbl-two-learner-centred-approaches</p> <p>2.2 Dressing one's avatar http://youtu.be/c3RifWf2Xhs</p> <p>2.3 Changing avatars http://youtu.be/RgWymE66zDQ</p> <p>2.4 Controlling light https://youtu.be/ZcluRi9B-nk</p>

	<p>2.5 Using gestures https://youtu.be/LD28thvflk</p> <p>2.6 Using holodecks https://youtu.be/6gkynlkjtcQ</p> <p>2.7 Machinima ideas</p> <p>2.8 Reflection, why use a virtual world https://youtu.be/KURArhyCJvo</p> <p>2.9 A Self-Assessment quiz to gauge progress</p>
<p>Week 3 During week 3 we start to seriously plan for our own machinima and maybe even our final reflective task.</p> <p>We will make a very simple machinima altogether to give everyone an opportunity to practice the skills needed.</p> <p>There will be at least two synchronous meetings in week 3, they will both be in Second Life and will be an opportunity experience making a machinima set up by the facilitators.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● moving around Second Life© ● using the mini-map to get around ● using the World Map ● giving inventory items to others ● controlling your camera ● using Fraps, Quicktime or other suitable screencasting software to make a screencast ● to start developing a lesson plan and storyboard. <p>Tasks</p> <p>3.1 Moving around in Second Life© https://youtu.be/Q_73VJhpSHM</p> <p>3.2 Controlling the camera https://youtu.be/jLPjRSaBt9U</p> <p>3.3 Using the mini map https://youtu.be/6sN4RBYFiHY</p> <p>3.4 Using the world map https://youtu.be/-WPhJ_26T9c</p> <p>3.5 Learn to give inventory items to others</p> <p>3.6 Making a screencast</p> <p>3.7 Discuss affordances – read <i>E-learning Design and Second Life©: A Research on Affordances</i>, Laura Fedeli http://www.academia.edu/1489262/E-learning_design_and_Second_Life_a_research_on_affordances</p> <p>3.8 Reflections. Tips from Drax https://youtu.be/Ov4_PLXR1Uk</p>
<p>Week 4 During this week, we will be concentrating on completing our storyboards, finding places to film, requesting permission to film and making landmarks of those places.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● find places to film ● request permissions ● make landmarks ● create a script and share it with actors ● start filming, share rushes, ● shoot footage towards their own machinima ● start editing their footage

<p>We will be reflecting on the pedagogical readings and how they influence our teaching with machinima.</p> <p>The two synchronous sessions this week will be in Second Life.</p>	<ul style="list-style-type: none"> ● reflect on and discuss what they have learned <p>Tasks</p> <p>4.1 Find places to film and request permissions https://youtu.be/3rHvarLIPiM</p> <p>4.2 Complete the storyboard and lesson plan outline</p> <p>4.3 A reading task “Ways in which machinima can be used in the classroom” (CAMELOT Project 4.1 deliverable)</p> <p>4.4 Pedagogy of using virtual worlds and machinima, respond to the week 1 reading, how does this fit your teaching?</p> <p>4.5 Reflections, watch the interview https://youtu.be/yrcOPbRX-pU</p> <p>4.6 What are your thoughts on whether to use text or not?</p>
<p>Week 5</p> <p>This week we will be completing our machinima to match our storyboards and lesson plans.</p> <p>The two sessions this week will be in Second Life.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● complete their machinima ● share their machinima ● evaluate the machinima shared within the group ● reflect on and discuss how to <ul style="list-style-type: none"> ○ apply machinima in own language lessons ○ adapt machinima to learners' motivation and needs ○ create, select and adapt appropriate materials for specific classes ○ support learners through the learning process with machinima <p>Tasks</p> <p>5.1 Filming and Editing</p> <p>Camtasia - http://www.techsmith.com/tutorial-camtasia-8.html Windows</p> <p>http://www.techsmith.com/tutorial-camtasia-mac-current.html Mac</p> <p>iMovie - http://help.apple.com/imovie/mac/10.0.7/</p> <p>Windows Movie Maker - http://windows.microsoft.com/en-gb/windows-vista/getting-started-with-windows-movie-maker</p> <p>5.2 Finding music and sound effects</p> <ul style="list-style-type: none"> ● http://www.jamendo.com/en/welcome ● http://freemusicarchive.org/ ● http://audionautix.com/

	<p>Sound Effects</p> <ul style="list-style-type: none"> • https://www.freesound.org/browse/tags/sound-effects/ • http://www.freesfx.co.uk/ • http://soundbible.com/free-sound-effects-1.html <p>5.3 Publishing and sharing - YouTube, Vimeo or similar</p>
<p>Week 6 This week we will be finishing off all tasks and meeting to share and evaluate our completed machinima.</p> <p>There will be one meeting this week, it will be in the Adobe room and we will share our finished machinima.</p>	<p>There is one formal task for this week, a reflective task.</p> <p>For your final task please write around 500 words on how you plan to use any of your new learning, this could include making and using machinima, using virtual worlds or anything else we have covered during the course.</p>

Hardware and software needed

Please make sure that you have these organised before the course begins.

- Participants will need a reasonably good computer to be able to use Second Life and make machinima.
- A headset will be necessary for use in both Second Life and the Adobe room.
- Participants need some video editing software. If anyone does not have any, a free trial of Camtasia lasts for 1 month so after the first week participants could download and use that. Macs have iMovie and PC users can use Windows live Movie Maker. If anyone already has and uses any other video editing software they should continue to use the one they are familiar with.
- Participants need a screencasting software such as Fraps, Screencast O Matic or Quicktime 10. The evaluation version of Fraps has a watermark and only allows 30 second film clips but is fine for the project. If participants have Camtasia it is fine to use that as a screen casting program as well as editing program.
- Mac users please enable the right mouse facility. (Apple and Settings)
- A word processing program will be useful. It is best to draft any responses in a Word Processor, especially as participant internet connection can be flaky. It is infuriating to write a whole message then lose it without warning because the internet dropped whilst writing. It is better to copy and paste any message in from a word processing program.

Completion and certification

Everyone is expected to make a storyboard, lesson plan outline and machinima and do the 500 word evaluation which is the week 6 task. Apart from those three fixed pieces of work participants need to have completed 80% of the course tasks. Certificates of participation will be awarded to everyone who meets those criteria at the end of the course.

Meeting times

The two sessions needed each week need to be well spread to give time for the tasks to be completed. It is best to run a Doodle before the course starts to try to work out the best time for all participants. All sessions should be recorded so it will be possible to complete the course even if participants do have to miss some sessions.