



Creating Machinima Empowers Live Online Language Teaching and Learning

7.3 Development of and acquisition for Comenius Course



Disclaimer

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Deliverable Number: 7.3

Deliverable Name: Development of and Acquisition for Comenius Course

Description: This deliverable consists of:

- a) a programme description of an Comenius course.
- b) the materials and facilities for a first run in the second half of 2016.
- c) documentation of the organisational procedures and issues that need to be addressed based on the activities undertaken for the 2016 run, such as Comenius / Grundtvig database. registration, staffing, promotion and acquisition, facilities for participants etc. The document text will be in English and components in other languages.

Dissemination Level: Public

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Development of and Acquisition for Comenius Course

This document consists of the following components:

- a) course programme descriptions.
- b) materials for first run in July 2016.
- c) documentation of the organisational procedures and issues that need to be addressed based on the activities undertaken for the 2016 run, such as Comenius / Grundtvig database registration, staffing, promotion and acquisition, facilities for participants etc. The document text will be in English and components in other languages.

Introduction

We would first like to point out that a number of terms in the original version of this document - being part of the application submitted under the LLP funding programme in 2013 (e.g. Comenius, Grundtvig, course database) - and the erroneous reference to 'iTILT' have been replaced by other words introduced since the launch of the Erasmus+ programme. Descriptions of procedures related to the assessment of the eligibility of courses for Comenius grants are also no longer part of section c) of this document as they are not required any more under the Erasmus+ programme.

Instead for the design (and registration) of the 2016 blended course (see below) we consulted the requirements and objectives set out in the Erasmus+ Programme Guide for Key Action 1: Learning mobility of school education staff. For Further information see [this document](#) (pp. 55-59).

a) Programme description of the CAMELOT Erasmus+ course

Various ideas were discussed during online meetings with the WP 4 coordinator and the MOOT teacher training course team leading to a proposal for 2 course runs (one blended and one fully online) accepted by the project team at the final Meeting in Berlin (November, 2016). See the descriptions in Appendix 1 and 2 respectively.

In addition UCLan staff and the University of Istanbul reported to be offering CAMELOT courses, thus aiming to reach both international and regional audiences respectively. For more details see [this document](#).

b) Materials for first run in July 2016

For strategic reasons, hoping to reach more prospective participants, it was decided to embed machinima development as a topic in a more general course on Digital Video in Language Education. For this a selection of the available CAMELOT teacher training materials as developed for the MOOT teacher training courses offered during the project's lifetime will be used (see references to content in the course description in Appendix 2).

All other course coordinators will also make use of these materials for the courses they will offer. It was also agreed that UCLan will align partner post project initiatives to avoid internal competition and/or overkill of course offerings.

c) Documentation of the course preparations

c.1 Course staffing

With the help of the results of a brief online questionnaire discussed at the final Meeting in Berlin staffing of both courses has been established. (For more details see [this document](#))

c.2 Erasmus+ course venue selection

To ensure the quality and attractiveness of courses of this type our requirements for content, location, facilities and available staff are necessarily rather high.

The possibilities to run the course at one of the partner institutions have been mapped first.

As we aimed to keep the budget for venue rent and staff costs as low as possible in an attempt to arrive at a positive financial result (to cover future costs e.g., for CAMELOT website maintenance) this did not result in a potential candidate within the partnership. Hence it was decided to widen our search for a suitable location.

Various organisations in and beyond the network of the (dissemination) partners have been approached including Hogeschool Utrecht, University of Amsterdam and the University of Algarve. Finally, after extended communication exchanges on requirements and negotiation on costs (rooms, IT support) an arrangement could be made with the Berlage Lyceum in Amsterdam.

c.3 Pricing

In line with one of the quality standards for courses (*Follow-up activities are offered in order to get maximum benefit from the training (e.g. distance learning activities, self-assessment of*

lessons taught after training, peer networking) advocated by the EU at School Education Gateway in the section 'Meeting schools' and teachers' professional needs with good quality course design [\[Link\]](#), we intended to extend the 4 day face to face kick-off with 4 online follow-up sessions.

To establish if this type of course activity is eligible for Erasmus Grant compensation we contacted the Dutch Erasmus+/Nuffic organisation (Karin Pannekeet promised to find out at EACEA what the rulings are for online activities 12/11/2015).

c.4 Course registration

As in November 2016 there was not a workflow available at short notice in the financial department of the University of Central Lancashire to deal with course registrations and payments the facilities for course registration have been created at [P8 / TELLConsult's website](#)

c.5 Provision of course and Erasmus+ information

The CAMELOT blended course description has been publicly accessible at a number of places from 23 November 2016:

- under Courses on the CAMELOT website
- at the Erasmus+ School Education Gateway course catalogue [\[Link\]](#)
- at TELLConsult, the course coordinator's website [\[Link\]](#). At this site there is also additional information available on how to apply for Erasmus+ grants [\[Link\]](#)

c.6 Course promotion

The acquisition campaign for the CAMELOT Erasmus+ Course started on 23 November, 2016. In the course of the weeks to follow more than 100 messages are planned to be sent out to target group mailing lists and posted social media like LinkedIN, Facebook, NING, Twitter and other professional groups, e.g., at Google+, teacher associations, forums, network contacts, etc.

All partners committed themselves to help spreading news through their networks and national relevant channels. For this they will also produce summaries of the information in the course brochure / announcement message in their national language(s). (For more details [see this document](#)).

c.7 Pre-departure information brochure

At the end of the registration period (June 22, 2016), after the final go/no for courses fully registered participants will receive a brochure with detailed information about travel, accommodation and the course location(s).

c.8 Other course related documents

Other available documents that will be customised for this course once the go/no go decision is taken on June 25, 2016 are: daily attendance lists, personalised confirmations of payment and attendance testimonials.

Appendix 1: CAMELOT Erasmus+ Blended Course Description



Course Title: Digital Video in Language Education

Course Nr.: # 7

Target Groups: Teachers and teacher trainers responsible for language development and modern language learning in primary, secondary, vocational and higher education.

Dates / Venues: August 23-26, 2016 in Amsterdam (Netherlands)

Course Aims: This 6 day blended course aims to:

- further develop relevant teachers competences and confidence when using digital video in language education.
- promote teacher professionalism in evaluating and selecting available video resources, apps and production tools.
- develop participants' skills related to capturing, adapting and designing video content and developing related learning activities and materials.
- develop participants' skills in video and machinima production for a range of curriculum objectives and contexts from the classroom and blended learning, including flipping the classroom.

Methodology: The course activities include demonstrations of useful applications, exemplary materials and teaching practices followed-up with tutor-led presentations and discussions about methodological related topics.

Hands-on activities carried out by participants individually, in pairs and/or small groups include exploring tools, analyzing video clips and related lesson activities and creating content to be used in participants' personal practice.

To address the anticipated variety in participants' interests and needs (in terms of tools, pedagogical approach, target groups and individual technology skills level) most tasks are designed in such a way that they can lead to differentiated relevant learning experiences and outcomes.

Follow-up: To extend the international professional collaboration started during the face-to-face training sessions, coaching at a distance is offered during the school year 2016-2017, including 4 bi-monthly online meetings. For these activities a web conferencing tool and the

course's online learning space will be used.

The objectives of the follow-up component are to:

provide additional options for personal continuing professional development.

support the implementation of participants' newly acquired skills by facilitating participants to:

- continue international peer networking and share ideas, materials and resources
- (collaboratively) develop video productions for specific subjects, topics and/or e-Twinning project activities
- share experiences reporting on local try-outs of (jointly) designed materials
- contribute to the realisation of the school's internationalization ambitions

- Organisation:** TELLConsult in collaboration with partners of the EU projects Video4ALL and CAMELOT. Facilitated by the Berlage Lyceum in Amsterdam.
- Course fee:** The total fee for this blended course is: 500,- Euros (early bird tariff: 450.-):
a) a face-to-face component of 4 days (300 Euros, exclusive of meals, social and cultural activities, travel and hotel costs).
b) an (optional) follow-up of 4 bi-monthly online meetings (150 Euros).
- Pre-registration:** Pre-registration is possible without any obligation and is recommended as the documents issued after pre-registration can support the organization of the school's EU grant application procedure.
- Full Registration:** Pre-registration leads to full registration after payment of the course fee, due (Early Bird: June 5) but ultimately June 22, the moment registration closes.
- EU Grants:** Erasmus+ KA1 Mobility Grants can be applied for at your National Agency. Deadline for Grant Application is February 2, 2016
- Cancellations:** Course cancellations by individual participants are accepted without additional costs till June 22.
- Reimbursement:** Course fees paid will be refunded in week 26 in case of a no-go decision on June 25 and also in case of course cancellation by individual participants). So **do NOT book** any travel and/or hotel rooms before this date.

Day-to-Day Course Topics

Day 1

- Introductions / Questionnaire results / Course overview
- Overview of ways to exploit video for (language) teaching purposes.
- Selecting appropriate videos and developing tasks to encourage student engagement learning
- Reviewing resources for finding video clips to use in your teaching

Day 2

- Activities to develop listening and viewing comprehension
- Video to enable synchronous and asynchronous online communication.
- Exploring online or mobile based video tools to edit video and/or create video based quizzes and learning activities

Day 3

- Learner generated video to enhance language and digital skills.
- Developing videos for special purposes: shooting video in 3D environments
- (Optional) Break-out session

Day 4

- Finishing materials and micro teaching unit
- Presenting and sharing materials
- Briefing on follow-up activities and tools, and sharing your ideas within school
- Course evaluation

N.B. Topics for the break-out sessions will be selected on the basis of the availability of invited local expert practitioners related to group interests, needs and negotiated priorities.



Appendix 2: CAMELOT Online (draft) Course Description (January – March 2017)

Dates and Overview	Objectives and Tasks
<p>Week 1</p> <p>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</p> <p>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>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>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>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/LD28thvfvIk</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</p> <p>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</p>

	<p>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>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>	<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 ● 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/ycOPbRX-pU</p> <p>4.6 What are your thoughts on whether to use text or not?</p>
<p>Week 5 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 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>