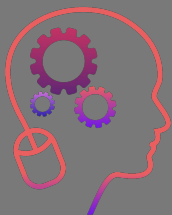
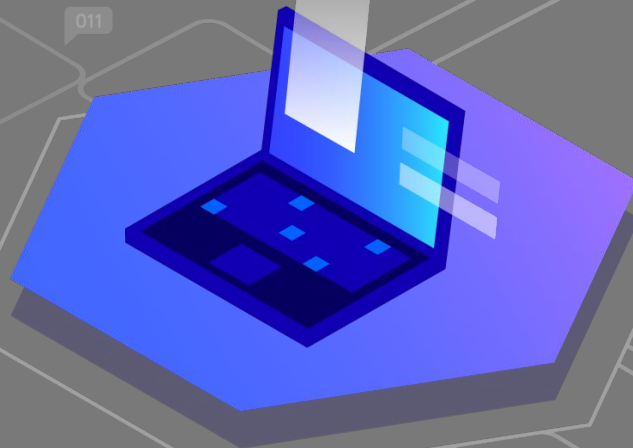


Continuing professional development in digital education for VET



COVET

Module 2: E-Learning for VET Teachers Unit 2.2: Developing E-learning Resources



Co-funded by the
Erasmus+ Programme
of the European Union

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Continuing Professional Development (CPD) training program:
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

Module 2: E-Learning for VET Teachers

Unit 2.2: Developing E-learning Resources



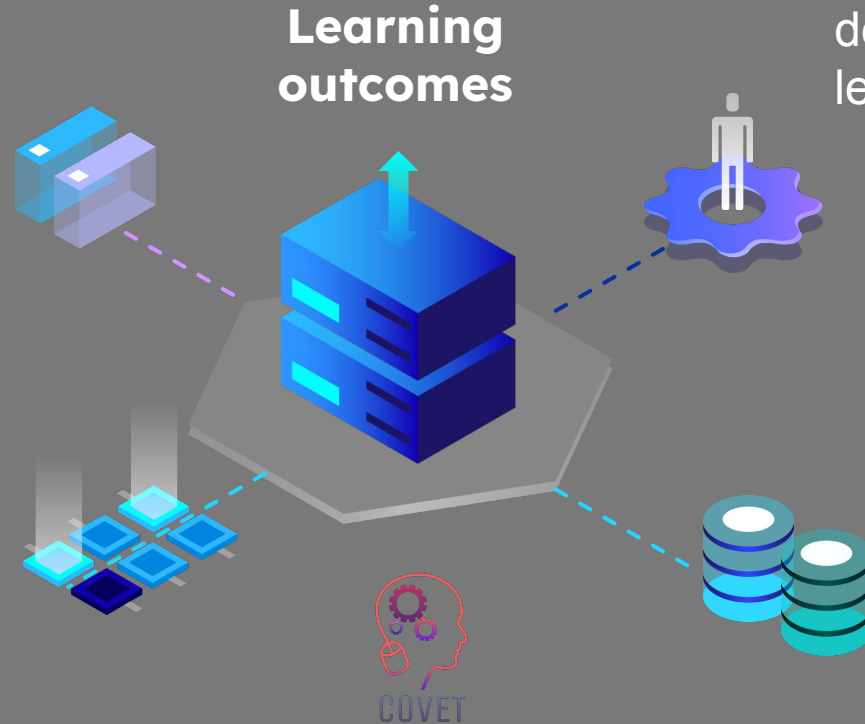
At the end of this Unit you will be able to:

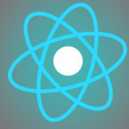
...evaluate and develop your learning resources.

... gain skills in developing core learning resources.

...create simple video contents and publish them online.

... discover free tools for content development.





The second part represents a delving into the issue, collecting suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue by surfing the Internet.



The first part focuses on the central issue through an analysis of the Unit key words and an expository short text.

Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you have learnt.

Content of the Unit

- Developing e-learning resources
- Create a video for eLearning
- Creating content to engage students in learning



Developing e-learning resources

Online learning meets all students' needs, both practical and educational.

According to PapersOwl statistics, students complete e-courses 60% faster than in the classroom and assimilate information better.

But let us take a closer look at how most e-learning platforms are structured



In general, online platforms are structured with a modular component that provides teachers and students with different contents, all of which is essential for training.

When you enter the platform, you usually have

- An overview of the courses you are registered for. If you register for more than one course from the same teacher or institute, you will find them all on an initial login screen, so that you can choose which course to follow
- A Library with a range of content called dynamic content e.g. webinars or videos chosen or created by the teacher
- A Section where teacher and students can add files to download so-called static content such as word files or PDFs
- Chat
- Profile of each participant
- Calendar
- Forum



There are two types of resources that, if well balanced, create a really interesting e-learning course:

Passive resources: the contents through which the learner assimilates the necessary information, which can be lessons in video or podcast or written texts; among the multimedia resources remember to mix images, video, audio and even embedded links. In this way, students will enjoy the material.

Active resources: contents that stimulate learners' intelligence and creativity, help them think and test their skills such as interactive maps, questionnaires or simulations. For example, more challenging tests and games to keep your class from getting bored. In this way participants will be encouraged to experiment and explore, they will not get bored and will be more motivated to continue with the course.





On the Internet, people read articles, watch videos, and constantly see multimedia content of the highest quality, including educational content. The level of quality has incredibly increased over the last decade, thanks to the excellent equipment that has become accessible to the masses. Let's think about how much videos shot with a smartphone have improved in quality since 5-10 years ago to the present day.

What does this mean? It means that a user will immediately leave the page as soon as they see poor quality content.

Many people nowadays can afford a smartphone they can shoot great videos or beautiful photographs with. Users perceive poor quality work as being created without care or passion.

So why should they waste their time on such content?

Thus, if you really want to get your students' attention, you need to upload good quality images, create dynamic videos and write texts without typos or grammatical errors. In this way students will perceive your content as valuable and be motivated to take the course.





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If it is true that it is necessary to create quality content, it is also true that users are able to find content on the web related to any topic, so why should they enrol in a course?

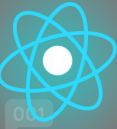
Everything is available on the web, but often it is sketchy content that explains a topic in general, without going into much detail.

You can make the difference.

You will have to use all your skills and knowledge on a subject to create original, comprehensive content. In this way, students who have already searched the web for general information will have an incentive to enrol in your course to learn more.

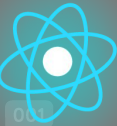


How to create eLearning content your learners will love?



Here is a list of tips and tricks according to [Talentlms](#) that make some eLearning course content better than others, the best choices to ensure that your course content leads to more engaged and even a little bit of fun learning.

Created by Juraj Sedlák
from the Noun Project



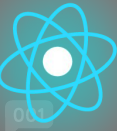
- **Start with “why”.**

Everyone is busy. This means that your target audience needs to understand what they’ll learn, how they’ll learn it, and why it will be useful to them before they start their course. Once they understand the “why”, they’ll be more emotionally invested and engaged in learning.

- **Sell yourself**

The subject matter expert often plays a 'behind the scenes' role in the creation of eLearning courses, but a skilled specialist with a lot of insight, knowledge and experience is bound to create online learning courses that are current, relevant and likely to be engaging.





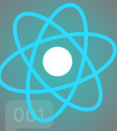
- **Create an intuitive learning path.**

It will be necessary to start an eLearning module with a simple content, e.g. the first content of a module could be aimed at providing learners with a basic understanding of a concept. So go deeper as you go along, definitions and explanations should be included, and perhaps some simple examples in the form of notes or infographics.

- **Adapt to all learning styles.**

Some people are visual learners, others prefer audio. A balance of visual, auditory and kinaesthetic eLearning content elements is the best way to engage everyone in the learning process and ensure that everyone feels involved.





- **Keep it short and simple**

Include only the content needed to achieve the learning outcomes. You can also exploit the principles of microlearning to create smaller pieces of content for a fast and flexible learning experience.

- **Make quality a priority**

No matter if you are filming a video, recording a podcast, developing an infographic or writing notes, you always add a sufficient level of quality assurance.

- **Speak the right language**

Be sure to create content that's pitched at the right level and uses terminology that your learners will understand.

- **Be original**

Write notes, create infographics and film videos that learners wouldn't be able to find elsewhere!



Learn more at this [link](#)

Interesting sources



Online Learning
Statistics &
Infographics
2019-2020
Papersowl.com



[Pros and Cons of
Using Open
Educational
Resources](#)



Evaluating the
Content and Quality
of Next Generation
Assessments - [Nancy
Doorey and Morgan Polikoff](#)



[Enhancing Teacher Learning from
Guided Video Analysis of Literacy
Instruction: An Interdisciplinary and
Collaborative Approach](#)



[Video](#) How to develop
interactive online training
programs



[Analysis of Video-Based Training
Approaches and Professional
Development](#)

“

“If you can't explain it to a six-year-old, you don't understand it yourself.” Albert Einstein

“Technology is not a silver bullet. It's only as good as the teachers... using it as one more tool to help inspire, and teach, and work through problems.” Barack Obama

“If kids can be super engaged in video games, there's a way for them to be super engaged in education as well.” Elon Musk



Create a video for eLearning



Video has become the most popular way for people to learn new skills and acquire expertise, but dealing with microphones, cameras, editing software can be hard. Over the next few pages we will give you a general idea of how you can create an instructional video and offer a series of links to content that will take you through every aspect of this process.

How long should an instructional video be? The majority of viewers want informational and instructional videos to be less than 20 minutes, with a preference toward the 3-6 minute ranges ([Source](#)). Make your video as long as it needs to be to do the job well, but as short as possible.



When planning a video, it is best to stick to a single topic: mixing too many elements risks making the project chaotic and incomprehensible. But, as you know, when you are working on the creation of an idea there are many ideas that come in mind, and the desire to put them all into practice at the same time can be felt.

Therefore, it is important to define the concept of the video. What kind of video do you want to make? Formal or friendly? Depending on the concept we will choose some elements of the video: we will choose whether to frame us or use a voiceover, whether to film us at our desk or in a more informal background such as a coloured wall or a bookcase.



Once you are clear about how and what you want to say, you can start recording.

If you have opted for a video that includes your voice and screen recording, proceed in the following way.

Make sure you have what you need, first of all PowerPoint or Google Presentations and a software for recording screencast videos, such as Camtasia or Screencast-o-matic.

You will need a microphone: you can choose a condenser microphone to make your voice sound sharper and deeper or you can opt for the microphones you usually use in online calls, but you will probably need to clean up the audio from annoying background noise with tools like Audacity



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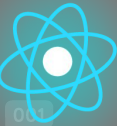


It is very important to be alone in the room and test your ability to record your voice. Give it a try, are you satisfied with the result? Try to fix what you don't like and do another test. When you feel you've fixed everything, go and record!

Open the PowerPoint full screen and start recording the PC screen along with your voice. Don't record for too long at first, hone your technique by playing back videos of about 5 minutes.

Once you have finished recording the video, you will probably need to remove some parts that you want to eliminate, such as errors, background noise, or redundant concepts.





Among the best applications for screencasting instructional videos are Loom and OBS Studio. These instruments have different characteristics.

Loom is a freemium web application, but the basic free version is sufficient for making instructional videos.

OBS Studio is a multi-platform open source software, so its use is free of charge. With it, you can make not only screen recordings, but also live videos.

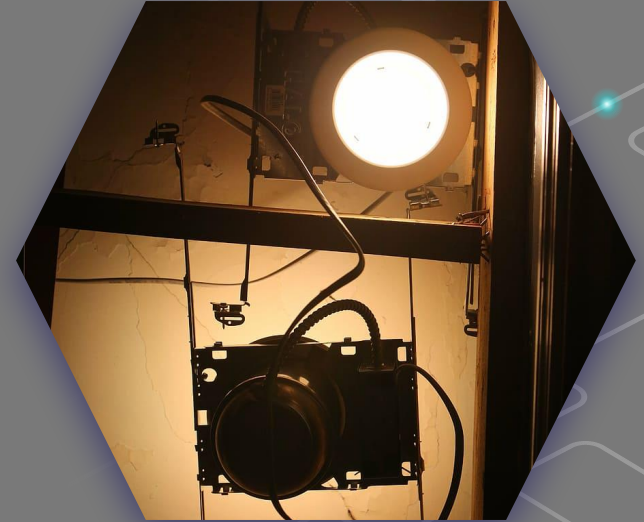


In case you decide to create a video of yourself, the general guidelines in the slide above apply, such as staying in a quiet room, having a good microphone to record your voice, doing tests and starting to make videos of 5 minutes each until you are confident with the whole process.

But in addition to these recommendations regarding sound and content, there are of course additional considerations regarding image:

Lighting is essential not only to convey a real feeling but also to create a professional video. Typically, at least 3 lighting points are used to accurately illuminate the subject and to avoid a 'flat' image.

Take with you a smartphone (or a tablet or a camera) and possibly a small tripod with a smartphone mount (or the tool of your choice).





Select the camera function of your smartphone, and then select the video mode; check the quality of the video. HD 1280×720 is not bad for a basic video, FHD 1920×1080 is more than good, 4K 3840x2160 is perhaps too much for a basic video. 30 ftp is more than enough as a number of frames per second.

Place the smartphone horizontally on the stand: most videos to be watched on a PC screen will have this orientation.

Start the recording, relax and proceed with the content schedule you have previously set.

Once you have finished recording, your mobile phone will save the video in a file, probably with an .mp4 extension, which you will find in the gallery of your smartphone.

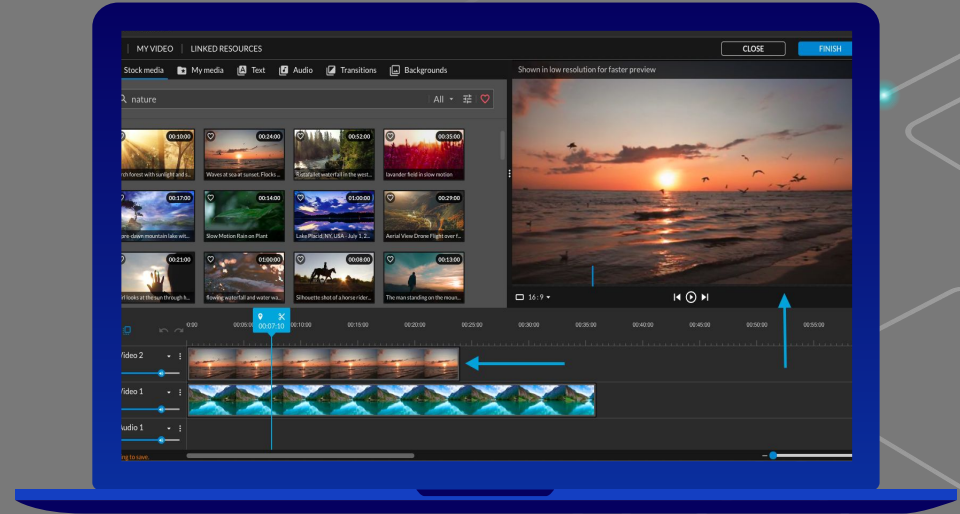
Watch it again - are you satisfied? If yes, proceed with the editing; if not, try to do it again.





How to edit a video easily

There are many applications to edit a video, iMovie for Mac, Movie Maker for Windows, Wevideo or Wondershare Filmora; but you can also do it directly from your smartphone with an app like In shot or Shortcut. These are free apps that allow you to perform simple tasks such as cutting a video, for example the beginning and the end, correcting the lighting, and even adding music. You open the video, make the appropriate changes and then save. Quite simple and intuitive, but always save a copy of the original film to avoid problems.



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Your video is now ready: all you have to do is upload it online.

However, videos require a lot of space to be uploaded online, either directly to your website or to the website of the school or institution you belong to. One of the solutions to this problem is to use video hosting services that:

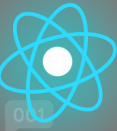
- have more powerful servers specifically for managing video files
- allow you to adapt the quality of the videos according to the speed of your visitors' connection
- ensure a better viewing experience

YouTube is the most popular video hosting platform, with almost 2 billion users, and the second largest search engine in the world. Other examples of hosting platforms are Vimeo, WaveVideo, Wistia, etc.



5 Types of Instructional Videos You Can Make Right Now

Learn more at this [link](#)



Microvideo. Use microvideos any time you need to teach a simple concept in a few steps. You might make a one-off video that teaches a new software feature. Or for more complex concepts, create a series of microvideos that splits a topic into logical chunks.

Tutorial Video can teach just about anything. No hard-and-fast rules exist for deciding when to use them. Basically, any time you need to teach a process or share valuable information on how to improve a skill, a tutorial video will be useful.

Presentation and lecture capture makes it available for an audience to consume content when they have time.

Screencasts are great for giving quick, informal instructions. When the audience is small and the stakes are low, a quick screencast is a great way to visually communicate an idea or solve a question/problem.



“

“So far technology has hardly changed formal education at all. But a lot of people, including me, think this is the next place where the Internet will surprise people in how it can improve things especially in combination with face-to-face learning.”

- Bill Gates



Interesting sources



Make visually stunning videos virtually anywhere.

[Premiere Pro tutorials](#)



[What is Microlearning?](#)



ONLINE COURSE [Video Recording Tips Thinkific](#)



The best free video editing software in 2022
[Creativeblog.com](#)



[How to make AWESOME VIDEOS for your online course \(video recording tutorial\)](#)



Step-by-step WeVideo Tutorial! [Justin Brown](#)



“

“The students of the future will demand the learning support that is appropriate for their situation or context. Nothing more, nothing less. And they want it at the moment the need arises. Not sooner, not later. Mobile devices will be a key technology for providing that learning support.”

- Marcus Specht



Creating content to engage students in learning.

Having students create some content is an effective way of involving them in the learning process. Nowadays this is very easy, as everyone has or can easily get a digital tool for content production. Students can create audio contents such as podcasts, access the Internet for more information, create multimedia presentations with PowerPoint, and use a variety of other content creation tools.

It might be useful to have this kind of content done in groups. Learning then becomes a social event where students can learn from each other.





What benefits does this process offer?

- Learners can keep the content produced and refer to it when necessary
- They are involved in the use of the content, because they created it
- Contents are proof that learning has taken place
- Students have fun and a sense of community and collaboration is built among them.



Examples of student created content can be:

Digital Storytelling clip.

With the term Digital Storytelling we mean the development of stories through the use of digital multimedia technologies, including creations that may include images, video, text or audio. Digital storytelling is the process by which diverse peoples share their life stories and creative imaginings with others. You might find useful this [Toolkit](#) in the development of digital storytelling





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Podcast.

A podcast is a technology that allows audio files to be listened to over the internet. We are talking about 'radio on demand', where the listener is the absolute protagonist of what he or she decides to download and listen to.

Edited video

Another way you can use videos to keep your students involved in the lesson is to ask them to create their own videos relevant to the lesson. Perhaps they could create a video explaining how they arrived at the answer to a problem or present an argument about a topic you raised in class.

Videos used in this way are a great way to promote creativity and students will really enjoy creating the video, they won't realise that by participating they are broadening their knowledge of the topic or course. Students could also create audio or video interviews, animated presentations, the possibilities are as many as there are ideas and the resources to implement them!



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“You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it.”

- Seymour Papert



Interesting sources



The DIST PROJECT (Digital integration storytelling) uses digital storytelling as an educational tool to teach integration in schools



Teaching Students How to Create Their Own Podcasts.
The New York Times Learning Network Webinar



Some of The Best Free Digital Storytelling Tools for Teachers



An educator's guide to teaching with video. The use of educational video content in courses can help to better engage students and illustrate important concepts.



“

“The most important principle for designing lively eLearning is to see eLearning design not as information design but as designing an experience.”

- Cathy Moore



Test yourself

You can remove background noise with tools like Audacity

True - False

It is very important not to be alone in the room to have someone to monitor the content we are producing.

True - False

You can create instructional videos for screencasting with Loom and OBS Studio.

True - False

3840 x 2160 is the right format to create video content

True - False

You can edit a video directly from your smartphone with an application like In shot

True - False



011

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Test yourself

There are active and passive solutions

True - False

The majority of viewers want informative and educational videos to last less than 30 minutes

True - False

Xmind is an online editing software

True - False

If you make a recording mistake you can cut your content with Wevideo

True - False

WaveVideo allows you to create storyboards for your digital content

True - False



011

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Test yourself

Take 45 minutes and try to find 1 example of each of the following types of videos concerning the subject you teach or a topic of your choice.

- Digital storytelling
- Podcast
- Recording of a powerpoint presentation
- Microvideo
- Screencast

“

“When training is done well, doors open, skills develop, and performance excellences yields personal and organizational rewards. People grow in ability, confidence, motivation and happiness.”

- Michael Allen





Summary – key take-aways

- If you really want to get your students' attention, you need to upload good quality images, create dynamic videos and write texts without typos or grammatical errors. In this way students will perceive your content as valuable and be motivated to take the course.
- Creating an online course is not only about the content itself. It is also about how it is structured.
- Include only the content needed to achieve the learning outcomes.
- Keyword is Organisation! Draw a layout of your course, like chapters in a book, but delving into the various content titles.
- Audio or video interviews, animated presentations... the possibilities are as many as there are ideas and the resources to implement them!

Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

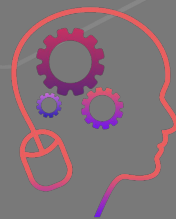
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





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Continuing Professional Development
in Vocational Education and Training
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