

Intellectual Output:	O5
Intellectual Output Title:	Producing Awareness Campaigns Methodological Guide
Activity Title:	O5A4_ Guidebook on Effective Campaigning



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Coordinated by



Partners



Program:	Erasmus+
Key Action:	Cooperation for Innovation and the Exchange of Good Practices
Project Title:	MATE – An Innovative, Student-Centered Approach to Intercultural Skills Acquisition for Students and Young Migrants
Project Acronym:	MATE
Project Agreement Number:	2018-1-CY01-KA203-046923
Intellectual Output:	(5) Producing Awareness Campaigns Guide

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Methodological Guide

1. Introduction and General Description

This Guide will provide all the necessary information regarding the conduct of the workshops on the production of short spots by the students and young migrants. The aim of the workshops is to help students through short lectures on communicational and technological topics initially to comprehend issues on hate speech and the forms it is expressed and afterwards to be able to create their own personal campaign via the production of short duration audiovisual spots which would convey their aspect on racism and xenophobia. The endeavour is planned to be executed in two main phases, in the first one the participants will be educated on the communication strategies that are deployed on corresponding issues and furthermore on the use of technology (cameras and editing software) for the creation of video productions. In the second phase, after they will have worked on their idea both conceptually and technically, they will be given feedback on specific topics.

The phases are divided in three workshops performed in two days' time, one corresponding to the communication aspect of the project and two more devoted to the technological training of the participants. This report is a supplementary material describing the stages followed before, during and after the workshops with the students.

In the following chapters and subchapters of the guide, a short presentation of all the steps followed for the conduct of the workshops, the communication aspect, and the provision of technological knowledge, will be made. Furthermore, the problems that will probably be encountered will be mentioned alongside.

The Workshops were:

Workshop 1: Communication awareness campaign

Workshop 2: Audiovisual production technologies

Workshop 3: Short video productions feedback

2. Producing Awareness Campaigns Workshops

2.1 Planning of the Workshops

The first step in planning the workshops is to find the members that are willing to participate. The instructors should reach the population under consideration and make a brief introduction on the scopes of the MATE project to have the students become acquainted to the project and let them decide whether they relate and wish to participate. Afterwards, the participants who will express their interest and willingness to take part in the creation of the audiovisual productions will be added to the workshops.

The scheduling of the days and time that the workshops would take place should be given a lot of thought by the instructors, since there should be enough time between the two days of the conduct for the participants to realize the endeavour, plan their productions and make their initial efforts. Therefore, five days' time is decided as the appropriate interval.

However, in the meantime the participants should feel that they could easily communicate with the instructors as well as with their fellow mates in order not to get disappointed by probable encountered difficulties. Therefore, the creation of a Facebook group is thought of as the most suitable solution for connecting the participants and allowing them to exchange ideas, opinions and worries easily and fast. Especially, if exceptional situations (such as the covid-19 pandemic) emerge, in that way the coordinators and the participants will easily communicate, interact, be encouraged and share ideas and consultations through their presence on a closed group which may be created prior to the first workshop.

2.2. “Producing awareness campaign” workshops

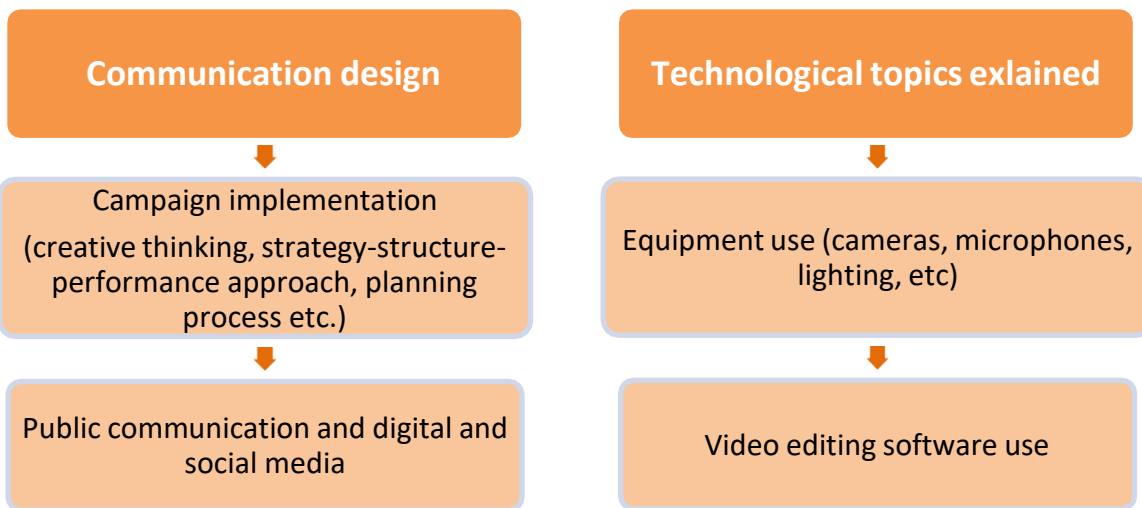
The minimum duration of each workshop is 3 hours; it includes a theoretical part and activities performed either together with the instructor or by the participants themselves. By the end of each workshop, both the participants and the trainers will evaluate it on the basis of a short discussion where questions will be answered.

The following evidence should be provided to the coordinator after all the workshops are completed:

- Signed Registration Forms for Participants (Students);
- Signed Participant List; and
- Evaluation Forms (Questionnaires) for both Participants (Students) and Trainer(s) (Facilitator(s));

3. Preparation of the instructors

The workshops for the awareness campaign through the production of short spots, are composed by two distinct parts, the communication aspect, and the technological aspect. Therefore, two different preparations on the topics covered should be made in parallel by the instructors, each one in the corresponding area.



3.1 Delivery of a Workshop

- Organise the learning environment and create a positive climate that engages the learners and promotes achievement of the learning objectives.
- Explain the purpose of the workshop from the participants' point of view. What are they expected to do?
- Ask participants to introduce themselves in a way that allows them to explain their background and knowledge.
- Explain the training methodology.
- Encourage participants to ask questions.
- Begin the presentation of the workshop, give definitions, and context.
- Go to the first activity of the workshop and ask participants to work as described in the guidelines

provided under each activity. Explain the activity thoroughly.

- Distribute the necessary material to the students and prepare audio-visual material to be used.
- Follow closely all steps of the activity, provide support to participants, and encourage them to work effectively and enthusiastically.
- After the first activity is over, give some time to learners to finish, and ask questions.
- Do the same for all the other activities.

3.2 Checklist of Workshop Delivery Steps

1. List all set-up requirements beforehand.
2. Get prepared earlier for the conduct of the workshop in all terms (facilities and equipment).
3. Greet participants warmly and welcome them as they arrive.

3.3 Guidelines for Workshop Delivery Skills

- Use every kind of communication (verbal and non-verbal) to create a positive climate in the workshop.
- Eye contact is a key communication skill. Good eye contact helps you stay focused.
- Pauses are also an effective way of moderating a fast speaking pace.
- Don't be afraid to show enthusiasm during the procedure.

3.4 Guidelines for Conducting a Learning Activity

- Use the name of the activities and explain how it relates to the course content.
- Mention a need or issue that the participants face.
- Explain the benefit of the upcoming activity and how it will help them address the need.
- Explain steps and timing for completing the activity.

3.5 Guidelines for Closing a Workshop

- Provide a summary of the workshop: review the purpose and agenda that has been followed.
- Encourage participants of their learning.
- Encourage participants to connect with each other after the workshop to build networks and report on their successes and progress.

4. Overview of the Three “Producing Awareness Campaigns” Workshops: Theoretical Background, Aim, Learning Outcomes, Training Methodology, Programme, Activities, and Instructions of Implementation

Workshop 1: Communication awareness campaign introduction

Workshop 2: Audiovisual production technologies

Workshop 3: Short video productions feedback

Workshop 1: Communication awareness campaign

introduction

Theoretical Background

Public Communication (and Awareness Raising Campaigns) in a nutshell:

- is at the heart of our society, economy, and politics.
- is a field built on ideas and images, persuasion, and information.
- is the communication -the receipt and exchange- of messages, ideas and opinions for **BETTER DEVELOPMENT**.
- is an attempt to inform or influence behaviors toward **desirable SOCIAL OUTCOMES** (that is noncommercial benefits to individuals and society) using public information and public communication in creative and innovative ways.
- is defined by emerging values and characterized by actions that make society or the lives of individuals **better or promote change**.
- aims at education, literacy, awareness, enforcement, empowerment, engagement and participation, and engineering solutions/policies that reach explicit goals.

As a result, campaigns **are decreasingly based only on the flawed notion that people will improve if they just know better (public information)**. More campaigns (public communication and awareness raising campaigns) are **paying attention to context and linking** their traditional media and behavior change strategies **with on-the-ground community action** to make the social and policy environment more supportive of the desired campaign results.

Thus, a **human-centered design** is incorporated to the process of developing communications deliverables/products and campaigns for social change.

Why do we need theory for campaigning? Campaign designers, ...

- *in order to communicate with the public*, they need to understand the communication process

- *in order to change behavior*, they need to understand why people behave the way they do (Fishbein, Triandis, Kanfer, Becker, Middlestadt, & Eichler, 2001).

In other words, **campaigners and campaigns need to be based on theory and have a theoretical framework**. It is important to have *some* framework as it provides a basis for both research and strategy (Andreasen, 1997:8,10).

How do we campaign? Adopt a *triplet* of ingredients: thematic approach, people at the center, partnerships and synergies.

How do we campaign in digital, online and social environments? Communication in the digital age means that Content is the digital bate and it must be sharable, snackable and clickable.

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Further Readings

- Rice, E. Ronald & Atkin, K. Charles. (2013). Public Communication Campaigns (4th edition). USA: Sage Publications, Inc., <http://dx.doi.org/10.4135/9781544308449>
- Lipschultz, H. Jeremy. (2018). Social Media Communication. New York: Routledge, <https://doi.org/10.4324/9781315388144>
- Falkheimer, Jesper & Heide, Mats. (2014). From Public Relations to Strategic Communication in Sweden: The Emergence of a Transboundary Field of Knowledge. *Nordicom Review*, 35 (2), pp. 123 – 138, <https://doi.org/10.2478/nor-2014-0019>

- Case studies:

- United Nations Sustainable Development Goals - UN SDG Action Campaign 'Let's fight racism', <https://www.un.org/en/letsfightracism>
- United Nations High Commissioner for Refugees - UNHCR 'With Refugees', <https://www.unhcr.org/withrefugees>
- Black Lives Matter (BLM), <https://blacklivesmatter.com>
- Johns Hopkins students campaign to combat coronavirus-related racism 'Connect to Protect', <https://www.connecttoprotect.org>
- Chinese Canadian National Council for Social Justice 'Stop the Spread (of Racisms)', <https://www.stopthespread.ca>
- United Nations International Organization for Migration - UN IOM 'Stop Mind Borders', <https://greece.iom.int/en/stopmindborders-awareness-raising-campaign-against-stereotypes-racism-xenophobia-and-discrimination>
- A movement to combat racism and xenophobia against Asians fueled by COVID-19 through a collaborative effort among founders of UPRISERS, BETTERBRAVE, Asian Hustle Network and influencers, 'Hate is a Virus', <https://weareuprisers.com/pages/hate-is-a-virus> & <https://hateisavirus.org>
- Council of Europe 'No Hate Speech Youth Campaign', <https://www.coe.int/en/web/no-hate-campaign/campaign-examples1>

Aim of the Workshop

The first workshop will enter the students into the world and concepts of public communication, digital and social media, campaign design and societal impact, sustainability and sustainable development goals (SDGs). A common ground of basic knowledge will be built between and among the students, so that they all comprehend fully the scientific field of public communication, its definition and application, its impact



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when is implemented for social action and addressing global challenges. Having the workshop online and in distance, will provide a unique opportunity to have students engaged simultaneously in social media. Through this approach and mini tasks that they will get involved in, they will be able to evaluate the impact and influence digital and social media can have in the communication praxis, and what are their special characteristics that need to be exploited in order to be effective.

Information related to the core themes and concepts of the workshop will also be uploaded to a Facebook group that will be created as a communication platform for the purposes of the project for easier access and for self-pace study.

Through teamwork and self-reflective exercises, this workshop aims at raising awareness on hate speech as a multi-dimensional phenomenon and global societal challenge. It aims at providing a brief look at planning for campaign implementation and in the concept of creating an audiovisual production to be considered as an awareness raising campaign along with the tools and skills engaged in the achievement.

Learning Outcomes

After the end of the workshop, the participants will:

In terms of knowledge:

- Be knowledgeable about the core concepts of Public Communication and be familiarized with campaign strategies and practices.

In terms of skills/competences:

- Learn how to produce strategic, innovative, and engaging campaigns aiming at public awareness raising.
- Have an actionable campaign plan ready for implementation.

In terms of attitudes:

- Perform as skilled public communication campaign designers and specialists and act as change agents and ambassadors of tomorrow.



Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (use of ppt presentation);
- Readings;
- Audio-visual content;
- Comprehension questions;
- Discussion forums;
- Real-world case studies;
- Interactive exercises;
- Creative tasks and experiential activities;
- Learning-based activities;



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Breakdown of the Workshop Programme

No.	Content	Duration
1.	<p>Introduction to the field of Public Communication, Digital and Social Media, and campaign design and delivery.</p> <p><i>Activity 1</i></p>	60 minutes
2.	<p>The Sustainable Development Goals (SDGs) framework and Agenda 2030. Transformation and Societal Challenges. The World in 2030: the path forward. SDGs and Racism and Xenophobia, Human Rights and Partnerships.</p> <p><i>Activity 2</i></p>	60 minutes
3.	<p>Campaign Design and Analysis.</p> <p><i>Activity 3, 4 & 5</i></p> <p><i>Comms Workout Subunits:</i></p> <ul style="list-style-type: none"> - Define – The Overview <p>Explore the issue and problem, back-casting, describe the vision for the future and the mission, map current situation, examine</p> <p>causes, identify ways of intervention, clarify the purpose, create scope statement and define aim.</p> <ul style="list-style-type: none"> - Sense – The Context and Challenge <p>Address the problem, study the contexts it interrelates with, understand the people you want to engage, define your target audience, learn the audience profile, decide how to reach it, identify multipliers and influencers.</p> <ul style="list-style-type: none"> - Create – The Process and Insight <p>Do preliminary research, find an idea based on the insights, formulate objectives</p> <ul style="list-style-type: none"> - Prototype and Test – The Answer / Solution <p>Test the idea, get feedback, identify improvements, identify and select the best strategy to address the issue/problem and respond to the challenge</p> <ul style="list-style-type: none"> - Plan – The Process <p>Synthesize all prior work, align tactics and content, allocate tasks and roles, create timeline, include storytelling and engagement strategy, risk management and risk mitigation</p>	240 minutes



	<ul style="list-style-type: none">- Implement – The Result Post-campaign research results- Evaluate – What success looks like <p>Define what success looks like and how impact and success are measured with Key Performance Indicators (KPIs), Cost benefit analysis, scalability for the future</p>	
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Instructions on How to Implement the Activities

Activity 1: Action based learning, brainstorming, individual and group exercise (snowfall approach).

1.1 Detailed Description of the Activity

1. Participants will seat in circle. Workshop-wide Discussion Forum;
2. They will be addressed the following question:
What comes into your mind (a word –adjective, noun, adverb, etc.–, a picture, or a drawing) when you see ...
 - a) the title Public Awareness Raising Campaign?
 - b) the words Racism and Xenophobia?And,
3. On a voluntary basis, they will briefly share their experience.

Learning outcomes of the activity, in terms of:

- knowledge: understand the core concepts
- skills/competences: cultivate information intelligence
- attitudes: feel the importance of social impact

1.2 Activity Duration

20 minutes.

1.3 Required Equipment and Material

Stationary (sheets and pens, post-it, coloring markers), project, laptop, speaker, internet access.



Activity 2: Action based learning, brainstorming, individual and group exercise (snowfall approach).

1.1 Detailed Description of the Activity

1. Participants will seat in circle. Workshop-wide Discussion Forum;
2. They will be asked to study the phrase ‘a world we want’ and the following picture with regards to the concept of Sustainability,



And,

3. On a voluntary basis, they will elaborate over the meaning that they have derived from it.

Learning outcomes of the activity, in terms of:

- knowledge: understand the core concepts
- skills/competences: identify societal challenges
- attitudes: feel the importance of sustainability

1.3 Activity Duration

30 minutes.

1.3 Required Equipment and Material

stationary (sheets and pens, post-it, coloring markers), project, laptop, speaker, internet access.



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Activity 3: Action based learning, case study, individual and group exercise (snowfall approach).

1.1 Detailed Description of the Activity

1. Participants will seat in circle. Workshop-wide Discussion Forum;
2. They will be asked to Locate and Present publicly a real-world case of a public communication and awareness raising campaign with audience-user engagement reflecting collectivity to connectivity And,
3. On a voluntary basis, they will briefly reflect and share their insights.

Learning outcomes of the activity, in terms of:

- knowledge: understand the core concepts
- skills/competences: gain analytic thinking
- attitudes: feel the importance of digitality, interconnectivity and interactivity

1.4 Activity Duration

45 minutes.

1.3 Required Equipment and Material

Stationary (sheets and pens, post-it, coloring markers), project, laptop, speaker, internet access.

Activity 4: Action based learning, group exercise.

1.1 Detailed Description of the Activity

1. Participants will seat in circle. Workshop-wide Discussion Forum;
2. They will be asked to Debunk a public communication and awareness raising campaign message of a real-world case with regards to the following qualities: credibility, interactivity and engagement, involving and relevant, understandability, motivational incentives
And,
3. On a voluntary basis, they will briefly reflect and share their insights.

Learning outcomes of the activity, in terms of:

- knowledge: understand the core qualities of public communication and awareness raising
- skills/competences: gain analytic thinking
- attitudes: feel the importance of design and creative thinking

1.5 Activity Duration

45 minutes.

1.3 Required Equipment and Material

Stationary (sheets and pens, post-it, coloring markers), project, laptop, speaker, internet access.



Activity 5: Action based learning, group exercise (snowfall approach).

1.1 Detailed Description of the Activity

1. Participants will seat in circle. Group consultation and remarks;
2. They will be asked to Craft a message publicly for a public communication and awareness raising campaign on racism and xenophobia and present it publicly. The message should be designed in three (3) different formats, as it will be for three (3) different types of media channels for:
 1. print (250 words)
 2. broadcast (max 1'20'' audio or visual)
 3. social media post/announcement (50 words)
 4. social media stories – integrated info and videos (45'')And,
3. On a voluntary basis, they will briefly reflect and share their insights, together with their public presentation.

Learning outcomes of the activity, in terms of:

- knowledge: understand the core principles of message design
- skills/competences: gain skills of creativity and design
- attitudes: feel the importance of the various communication styles and techniques applied by different media

1.6 Activity Duration

60 minutes.

1.3 Required Equipment and Material

Stationary (sheets and pens, post-it, coloring markers), project, laptop, speaker, internet access.



Workshop 2: Audiovisual production technologies

Theoretical Background

Audio and video productions are creative procedures which end up in delivering an output by putting together many puzzle pieces, such as sounds, music, photos, graphics and videos. They are structured in a way that a point is made, an idea is presented, a story is told. Everything must follow a sequence set by the creator according to the idea behind the production. It must have a natural flow so that the targeted audience can be reached, and the end goal is met.

Initially and more importantly in order an audio or video production to be successful the targeted audience, as a set of people with related characteristics, must be identified. This could be achieved by studying the demographics, geographical features, social, cultural or political interests, etc. There is no point in trying to make a production that, theoretically, would appeal to everyone. At the end, no one will be satisfied. The next step is to find the way to approach the selected audience. Additional characteristics, such as familiarity with the subject, along with the approach method, such as informative, entertaining, instructional, etc. must be considered. Therefore, every word, sound, picture, etc., used will have a purpose in order to attract the interest. There are many formats that can be used, using solo narration, interviews, storytelling techniques, combination of the previous. The creator, having studied the needs and considered the particularities of the audience, conclude to the one that will serve his/her objectives in the best way.

Consequently, three phases are followed, the pre-production, the production and the post-production. The first one involves all the planning aspects of the production process, including the length, the equipment used, the sources where the information will come from etc. The second includes all the capturing material process, such as audio and video recording along with all the necessary set ups, such as the places, studios or outdoor areas, equipment installation, microphones or lighting, etc. The last one covers the selection of the proper clips, their combination along with all the appropriate editing procedures applied, such as changing parameters like de-noising, contrast, etc. in order the outcome to be achieved.

Suggested further reading:

- <http://www.mediacollege.com/video/>

- <https://www.youtube.com/user/DSLGuide>
- <https://manual.audacityteam.org/>
- <https://www.openshot.org/videos/>

Aim of the Workshop

The workshop's leading aim is to provide young people with information and knowledge so as to better comprehend the way video productions are used to present a story. The main point in campaigns through video productions is to inform and sensitize the public about an issue and perhaps raise the mood for participation and action. A second goal of the workshop would be to encourage participants to talk and express themselves. Third, through learning-based activities, it aims to allow participants to immerse into the rules of a video production so as their creation to be interesting from the start, to appeal to the emotions, to catch the audience's state of mind, and to be clear to their transferred message.

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- Comprehend the structure of an audiovisual production to present the idea and reach the targeted audience;

In terms of skills/competences:

- Learn how to perform audio and video recordings;
- Learn how to perform digital audio editing with non-linear free audio editing software; and
- Learn how to perform digital video editing with non-linear free video editing software.

Training Methodology

This workshop will be implemented through online classroom learning.

It includes:

- Lectures (use of ppt presentation and audio-visual material);
- Discussion;
- Learning-based activities.
- An audio and video production handbook: Audiovisual production theory and step-by-step instructions are deployed in a 30 pages handbook. The training material is divided in chapters that cover all the basic knowledge and skills that are needed during the creative procedure of setting up a production for awareness raising campaigns. Screens on basic features and operations of both software along with explanatory titles over the figures created assist the reader to understand both the concepts and the processes followed.

Breakdown of the Workshop Programme

No.	Content	Duration
1.	Introduction to the Basic Concepts of a video production	15 minutes
2.	Learning to use the audiovisual equipment	15 minutes
3.	Learning how to compose video shots	20 minutes
4.	Learning how to download and use free video editing software <i>Activity 1: "Download the software and insert any video file"</i>	20 minutes
5.	Video editing examples <i>Activity 2: "Insert video files in the timeline and perform basic editing"</i>	40 minutes
6.	Conclusions	10 minutes

Instructions on How to Implement the Activities

Activity 1: “Download the software and insert any video file”

1.1 Detailed Description of the Activity

1. Ask participants the following questions:
 - a. Have you ever downloaded before a free video editing software?
 - b. Have you ever used a free video editing software before?
2. Use the video editing software to present basic operations:
 - a. How to make a new video project
 - b. How to import a video file in the interface
3. Present and explain the capabilities of a video editing software.
4. Discuss the procedures followed.

Questions to discuss the procedures followed:

- a. How did you find the activity? Was it easy to download the free video editing software?
- b. Were there any significant difficulties you encountered?

Extra Questions:

- a. Did you have any problems with your computer safety software?
- b. Where there any problems while creating the video project?
- c. Where there any problems while importing the video file?

1.2 Activity Duration

15 minutes.

1.3 Required Equipment and Material

Equipment:

- Computer; and
- Good Internet connection.

Material:

- PowerPoint Presentation; and
- Free video editing software installed in the computer.

Workshop 3: Short video productions feedback

Theoretical Background

“Feedback is information about how we are doing in our efforts to reach a goal”¹.

Educational feedback is an essential tool to get the learners to achieve their goals, since it may stimulate behaviour change. It may reduce emotionally charged situations and create a climate of trust and comfort between the instructor and the learner. It is considered as a vital component since it may be used to reduce the gap between the learners’ understanding and their actual performance and furthermore it is categorized among the most powerful and effective influences on student achievement (Hattie, 2009)².

Aim of the Workshop

The current workshop aims at resolving any kind of potential queries regarding the use of the technology involved in the procedure of the production of the short spots for the awareness campaign. The participants are supposed to have worked both conceptually and technically on their ideas in the meantime. The point of this workshop is to present parts of their work and to express their worries and questions on the editing procedures that were not made clear. Also, they may resolve issues that might cause withdrawal due to lack of understanding.

Through analysis of specific examples, the participants will learn:

- How the use of the video editing software may improve the presentation of their stories with the use of effects and transitions.

¹ <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

² Hattie, J., (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge. Available at: https://eclass.edc.uoc.gr/modules/document/file.php/PTDEU108/Visible%20Learning_A%20synthesis%20or%20over%20800%20Meta-analyses%20Relating%20to%20Achievement_Hattie%20J%202009%20...pdf

- How the use of the video editing software may improve the presentation of their stories with the use of titles and motion graphics.
- How the use of the video editing software may improve the presentation of their stories with the use of audio (narration, music, audio effects).

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- To comprehend storytelling techniques that are applied especially in social media.

In terms of skills/competences:

- To perform advanced video editing software techniques in terms of effects, transitions, and title insertion.
- To perform advanced video editing software techniques in terms of audio handling (music, narration, and audio effects).

In terms of attitudes:

- Comprehend the workload of video editing and the effort that needs to be imposed on the creation of a video production.

Training Methodology

This workshop will be implemented through online classroom learning.

It includes:

- Lectures (use of ppt presentation and other material);
- Discussion; and
- Learning-based activities.

Breakdown of the Workshop Programme

No.	Content	Duration
1.	Introduction	10 minutes
2.	Advanced video editing techniques (visual corrections) <i>Activity 1: "Correcting visual mistakes by applying advanced video editing techniques"</i>	100 minutes
2.	Advanced audiovisual editing techniques (adding audio forms) <i>Activity 2: "Audio editing in audiovisual productions"</i>	70 minutes
3.	Insertion of titles and graphics <i>Activity 3: "Titles and graphics in video production"</i>	40 minutes
4.	Conclusions	20 minutes

Instructions on How to Implement the Activities

Activity 1: “Correcting visual mistakes by applying advanced video editing techniques”

1.1 Detailed Description of the Activity

1. The facilitator present techniques on the interface of the video editing software using his/her own material.
2. The participants are asked to perform corresponding actions on their own production on their own computers.
3. The participants are asked to state the problems they encounter during the procedure in the class and:
 - Discuss them with the instructor and the fellow participants.
 - Attempt to make more than one changes in their original work to realize the differences.

1.2 Activity Duration

80 minutes, comprising of:

1. Presentation by the Facilitator – 20 minutes; and
2. Participants’ engagement – 60 minutes.

1.3 Required Equipment and Material

Equipment:

- Computer with installed free video editing software.

Material:

- PowerPoint Presentation.
- Free video editing software.
- The audio and video production handbook.

Activity 2: “Audio editing in audiovisual productions”

2.1 Detailed Description of the Activity

1. The facilitator present techniques on the interface of the video editing software using his/her own material.
2. The participants are asked to perform corresponding actions on their own production on their own computers.
3. The participants are asked to state the problems they encounter during the procedure in the class and:
 - Discuss them with the instructor and the fellow participants.
 - Attempt to make more than one changes in their original work to realize the differences.

2.2 Activity Duration

60 minutes, comprising of:

1. Presentation by the Facilitator – 10 minutes; and
2. Participants’ engagement – 50 minutes.

2.3 Required Equipment and Material

Equipment:

- Computer with installed free video editing software.

Material:

- PowerPoint Presentation.
- Free video editing software

Activity 3: “Titles and graphics in video production”

3.1 Detailed Description of the Activity

1. The facilitator present techniques on the interface of the video editing software using his/her own material.
2. The participants are asked to perform corresponding actions on their own production on their own computers.
3. The participants are asked to state the problems they encounter during the procedure in the class and:
 - Discuss them with the instructor and the fellow participants.
 - Attempt to make more than one changes in their original work to realize the differences.

3.2 Activity Duration

30 minutes, comprising of:

1. Presentation by the Facilitator – 10 minutes; and
2. Participants’ engagement – 20 minutes.

3.3 Required Equipment and Material

Equipment:

- Computer with installed free video editing software.

Material:

- PowerPoint Presentation.
- Free video editing software.

6. Evaluation

Both participants and instructors/trainers will evaluate the workshop in terms of effectiveness, content quality and learners' engagement.

6.1 “Producing Awareness Campaigns” Workshops

After the completion of all workshops, partners have to provide the coordinator with the pre-prepared Evaluation Forms (Questionnaires), filled in only by the Participants. The evaluation forms will be distributed by the trainer at the end of the workshop.