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# LEARNING FUTURES PROGRAMME FINAL REPORT

Let's DoMedia

**Westminster Adult Education Service**



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## Project title

Let's DoMedia

## Name of lead organisation

Westminster Adult Education Service

## Project summary

Tutors will learn the fundamentals of planning, designing and developing effective media -based learning modules that can be incorporated in a range of delivery modalities. The aim of the project is to provide a complete training solution, taking the user through the basics to competency in producing successful media-based products that convey information with confidence and clarity.

The training videos are based on three popular platforms (Mac, Windows and Mobile (iOS)) together with the use of social media platforms to host and share the product. The project can be presented as a complete self-learning solution, as blended learning, or as an add-on to practical workshops. The separate approaches to delivering the course will be at the organisation's discretion and will take into consideration the time, the resources and the tutor's level of competency. Since it is a Moodle course, the organisation can extend the work and add more videos or other learning materials when needed.

## Who should read this report and why

This report will interest those who want to:

- learn how to develop their own media for learning;
- improve their skills in designing, capturing and editing videos;
- improve their skills with incorporating animation and graphics;
- improve their learners' experience;
- deliver e-Learning workshops using media to support training.

## CPD resources developed

We have developed 36 videos under 6 units. Each unit has a friendly quiz at the end and some units have an example of work made by our tutors.

The units are:

- Let's get started
- iOS – Recording with mobile devices
- iOS – iMovie on iPad
- Mac – Editing with iMovie
- Mac – Graphics and animations with Keynote
- Windows – Working with PowerPoint and Office Mix

For a complete list of resources units, see the Resources section on p.11.

## Project lead contact details

Westminster is one of the most diverse and dynamic communities in Britain. Westminster Adult Education Service (WAES) reflects that diversity as one of the largest local authority adult education providers in the country.

For further information about this project contact:

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## What the project set out to do and why

In a survey conducted by WAES, and after examining the work that our tutors produced for their courses on Moodle, we discovered that 90% of them have insufficient knowledge to produce quality media-based materials to supplement their courses. This includes using animation tools, sound editing, basic videoing and video editing. Our tutors needed to rely on external materials that were found on various websites, YouTube and similar services. Using external materials can present a set of challenges around quality, relevancy and reliance on other people's work.

This project set out to solve these issues by teaching the tutors how to create their own media-based materials, contribute to their CPD, enhance digital literacy skills, and improve their confidence.

## The process

### **First part: Create media for self-study or to accompany the training workshops.**

#### First step: The equipment and software

We had to research and decide on the equipment and software that would be suitable for the Service and our tutors. We wanted the equipment to be of good quality and reasonably priced. The software needed to be ubiquitous, cost as little as possible (preferably nothing), be easy to learn and be available on popular platforms: Mac, iOS and Windows. We chose iMovie for Mac and iOS that are free to download from the Apple App Store, and Office Mix that is a free add-on for the popular office application PowerPoint.

#### Second step: The pilot

We worked with a competent tutor to produce three videos. We then presented this to other teaching staff and asked for feedback. The feedback was very good and the participating tutor received praise from peers. The videos comprised one presenter video and two animation-based videos.

### **Second part: Enabling staff to create their own media for learning.**

#### First step: Choosing the right people

We selected tutors that showed enthusiasm about e-Learning. They had some experience of incorporating e-learning into their teaching and could dedicate a certain amount of time to invest in the project. These tutors are able to lead the way because their level of digital skills is similar to other teachers in the college—not too high or too low. Others can relate to their success in learning and producing materials on the basis of ‘if they can do it, I can do it’.

#### Second step: Good understanding

We made sure that the participants fully understood the rationale and the technical issues when creating media for learning; for example, issues such as how to present, slowing down speech, speaking clearly, and practising how to convey more with fewer words. An important issue we tackled was to explain the difference between talking in front of the class and talking to the camera from a written script. Some people can be over enthusiastic and will want to do more than they can handle. They need to understand that the process can take time, especially for non-experienced people.

#### Third step: Get familiar with the equipment and software

Some people are not very confident when using new equipment and may need more time to get familiar with the technology. It can be overwhelming when presenting to your learners using new equipment and software. We learned that a slower introduction works best. A ‘one gadget at a time’ approach ensures that learners will not get lost. People tend to remember best when learning by doing—using the equipment for

themselves. Encourage learners to try to operate it themselves even though it might take a bit longer.

#### Fourth step: Creating the media

Our experience taught us that most people are not comfortable standing in front of a camera. They are self-conscious about their appearance and/or their voice. It can take time to learn and adjust, and we need to be aware of the fact that it may not be for everyone. Insisting on writing a script and rehearsing saves time when coming to video. The more people rehearse and record, the more comfortable they are with being filmed and recorded. For people who are not comfortable being videoed, it is best to support them in creating animation with voiceover. We encouraged people to show their uniqueness in the videos because they all teach slightly differently. This is what we wanted to capture—something unique and natural to the tutor. We encouraged our tutors to use a single device for the work. We found that using the Service iPads saved time since these devices record video and sound, which can then be edited on a free iMovie app and uploaded to social media. Everything can be completed on one device that is friendly and easy to use.

#### Fifth step: share the work and collect feedback

A very important step is to share the final videos, encourage other tutors to use them, and collect feedback from peers and learners. When the work is effective, it motivates other tutors to produce their own materials. People can take pride in their work and, in doing so, improve their confidence and self-worth as well as being encouraged to continue updating their skills.

### The results

#### **Challenges overcome**

The project was a success in demonstrating improved skills and confidence amongst participating tutors. More tutors are now enthusiastic to join and start the learning and media creation process.

Learners gave great feedback to the tutors. They considered the videos an extension of classroom learning. Some of the learner feedback for the maths class indicated that the videos are easier to understand. They said: *“It is easier for me to understand the videos because I am used to my tutor’s voice”* and *“I can review the video over and over and now I understand how it’s done”*. Feedback from the ESOL class mentioned the tutor’s voice: *“I love hearing my tutor’s voice, she speaks so clearly”*. When we asked about the benefits of seeing their tutor in the video versus a generic online video they said: *“I couldn’t understand the other person in the video—his accent was too heavy”* and *“I always prefer to see my tutor—it feels like I am in the class”*. It is obvious that learners felt more comfortable hearing and seeing their tutors and felt at home when they could see the tutor repeat the explanations from class in a video.

The participating tutors’ feedback mentioned that they appreciated the time and effort expended on them and detailed how they managed to get their class excited about

every video that they produced. The maths tutor, who produced a total of eight videos, said: *“I felt a little bit apprehensive at the beginning but enjoyed the process”* and *“It took me quite sometime to get used to speaking slowly, using less words, but now I understand the importance of it”*.

### **Impact identified**

Throughout the project we worked with a total of five tutors. One tutor helped with the pilot, three participated in the first part of the project, creating the learning videos but since have left the service. The other two actively participated in the second part of the project together with their learners. Staff that have participated in the project are showing a better understanding of the process, have improved their skills and enhanced their confidence.

In the pilot, we worked with a tutor that produced four videos. These videos are hosted on the college YouTube e-Learning channel and used by ESOL tutors and the Learning Centre. We have no accurate data how many students actually viewed the videos, the only data that we have is the YouTube view count which is showing a total of just over 500 views.

In the latter part of the project, we worked with two tutors and their learners. Both tutors were initially comfortable using computers but had no knowledge or experience of producing media for learning but were enthusiastic to learn. By the end of the project, both tutors were showing increased knowledge, confidence and enthusiasm to continue producing media and support other tutors in their learning areas.

### **Feedback from Tutor 1**

*Brenda, ESOL, Entry 1 and Entry 3 Level: Brenda produced a total of four videos and taught three classes with a total of 60 learners.*

The videos were played during class and were linked to the class Moodle page to review at home. The videos were tested but found unsuitable for the Entry 1 class but were introduced to two Entry 3 classes with a total of 40 learners.

*“I enjoyed taking part in this project because it motivated me to create and upload resources online for my learners and now I want to continue doing this because I have seen the benefits of this type of learning. It’s beneficial, firstly, because our contact hours have been reduced and, therefore, our learners need to go online and develop their independent learning outside the classroom. Secondly, my technical skills have improved and now I want to create resources that are more sophisticated and I would like to share these skills with my fellow tutors. Every single one of my 40 learners accessed the resources and expressed high satisfaction rates. Why? Because according to them they appreciated the fact that these resources seemed tailor-made to their needs as, in fact, they were. I created these resources with my learners needs in mind. They also enjoyed recognising my voice and the images of the college that were incorporated in the media. It just meant more to them than going to Google or watching a generic video on YouTube. Certainly, my learners feel*

*more confident going online and learning independently, and I feel more confident as a tutor and as a creator of online learning resources.”*

Feedback from class was also positive with 100 % of the learners saying that the videos are helpful or very helpful. Learners were more interested in watching animations featuring the tutor’s voice and less interested in seeing the tutor presenting.

## **Feedback from Tutor 2**

*Edison, Basic skills Maths, Level 1 & 2: Edison produced a total of eight videos and taught two classes with a total of 29 learners.*

The videos were played during class and were linked to the class Moodle page. Learners in this class were very interested in the videos since they followed the class teaching sessions and were released in accordance with the class learning plan.

*“The learners could access the materials in their own time when they needed to. The feedback for the short videos was very positive. The learners said that it helped them to reinforce what they learned in class. They actually asked for more videos. It takes time to do that but I will slowly build a collection of learning videos that I can reuse with my future learners. I didn’t get any negative feedback. The learners really like seeing something with media, which they find less boring. I am now considering turning all my PowerPoints into media, which will be more exciting for my learners. They said that it is nice to go to the course in Moodle, login and find new videos there. I am pretty terrible with creative stuff and I appreciated the help that the e-Learning developer gave me during the project. At the beginning, I did 20-25 takes and he helped me by making it look smoother in the video—it needed a professional touch. Now I am much better at recording my voice and I am going to do much more.”*

For the participating classes, the exam passing was: Level 2 66% and Level 1 80%.

The E3 class didn’t participate in the project and didn’t watch the videos. The exam passing for the class was 55%. Learners commented on the quality of the videos requesting that the tutor should speak a more slowly. They preferred short bite-size animated videos than longer videos with the presenter.

## **Key learning points**

- In general terms, the project was too big and took a lot of time and effort. We would have scoped it differently had we known this would be the case, but we don’t regret participating.
- It is very important to work with people that are enthusiastic about the subject. People with insufficient motivation really slowed the project down.

- Support and encouragement are important issues. People needed support every step of the way including good feedback and encouragement to keep going.
- For some people, learning how to present in front of the camera takes longer than you may think. You have to be extremely patient with this or hours of videoing can result in unusable footage.
- It is important to have a clear knowledge of what can be turned into a learning video and where the limits are. Any unreasonable ideas should be scrapped. Keep it simple. For example, one of the ideas that were brought up during brainstorming was to create hand drawing type animations. It is a great idea and could have been very pleasant to the eye but none of the team members had the proper drawing skills.
- When creating screencasts, especially for specific software, try to simplify the content as much as possible. Do not incorporate every possible options. Try to concentrate of what is really needed and don't overwhelm your viewers with too many technical issues.
- Scripts and storyboards are important but some people are not comfortable with that. Some like recording and demonstrating freely, they get confused when they need to demonstrate and read from a script or follow a rigid plan.
- Do the research. It takes time to learn all the aspects of video production. You need to have a very good understanding to be able to support your staff.
- Offer hand-on workshops to supplement the online course where people can be introduced to the equipment and can ask questions.

This project is just the beginning of our journey into media for learning. We are encouraging our staff to take this online course and participate in our planned workshops. Since our contact hours with learners have reduced, we need more online learning and would like to change the culture in our college.

The materials in this course will be revisited and revised on a yearly basis to keep up with new technologies and new software.

## Resources

You will need to import the zip file into a new course on your Moodle 2.7 site.

The learning resources are video-based, hosted on YouTube, and can be accessed from the links on DoMedia course on Moodle.

We recommend to introduce the materials with an introductory workshop. Participant that are comfortable with self learning can continue with the course online. For tutors who need more support we recommend to introduce a series of workshops covering every subject and use the online materials as a reference for the workshops leaning.

The course comprises six units including a friendly 3 questions quiz at the end of each.

The units are:

**1. Lets get started – 6 videos and a quiz**

Mostly informative videos about the rationale for developing your own materials, information about screen-casting, the importance of writing a script, how to choose microphones, presentation techniques and tips for making the most out of the YouTube videos.

**2. iOS – Recording with mobile devices – 3 videos, 3 examples and a quiz**

This unit will take you from a quick introduction to mobile devices, to how to use these devices to record video and sound.

**3. iOS – iMovie on iPad – 8 videos and a quiz**

These movies will teach you how to utilise iMovie on the iPad from the basics, using tools to split screen, editing, adding text photos, sounds, music and exporting to social media.

**4. Mac – Editing with iMovie – 9 videos + 2, a total of 11 videos and 1 Quiz**

Intro to Macs, screen recording with QuickTime Player, and iMovie: First steps, adding and editing videos, pictures, sounds and music, adding transitions, titles, using tools and sharing to social media.

**5. Mac – Graphics and animations with Keynote – 3 videos, 3 examples and a quiz**

Get to know the application and learn how to animate text and graphics for your learning project. There are some good examples at the end of the unit.

**6. Windows – Working with PowerPoint and Office Mix – 6 videos and a quiz**

Learn how to utilise PowerPoint to produce animations and work with Office Mix for screen recording, slide recording with narrative, basic editing, and inking. You can also find a [link to download Office Mix](#) from Microsoft website.