



PR4 – In-service Training Programme for Community and Adult Educators

Self-directed
Learning Handbook

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Introduction

The In-service Training Programme will ensure that adult educators are fully trained to harness the potential of Family Footprints' educational resources. This handbook should be completed as part of the self-directed learning for adult educators, who have participated in the 28 hours of face-to-face workshop-based learning.

The following handbook provides a series of lesson plans and activities that adult educators can complete as part of their autonomous learning, to further enhance their knowledge and understanding of the topics address in the Family Footprints project. Specifically, this handbook provides lessons and activities for educators totalling 32-hours of self-directed content; 8 hours each on the following topics:

1. Digital literacy
2. Climate literacy
3. Family Learning Toolkit resources for children and teenagers
4. Family Learning Toolkit resources for young adults and senior learners

Under each of these modules, adult educators will be supported to complete self-directed learning activities to address each of the following sub-topics:

1. Digital literacy:
 - DIGCOMP 2.0 Framework for Educators
 - Principles of family learning practice
 - Delivering the induction to pedagogy programme for parents
2. Climate literacy:
 - Climate change
 - The pillars of the European Green Deal
 - Delivering the digital and climate literacy programme to parents
3. Family Learning Toolkit resources for children and teenagers:
 - Family Footprint interactive magazines at introductory levels
 - how to develop and produce Comic Strips using available open-source software
4. Family Learning Toolkit resources for young adults and senior learners:
 - Family Footprint interactive magazines at advanced levels
 - How to develop and produce their own Audio Books using PowerPoint

While educators can complete the modules in this 32-hour self-directed learning curriculum on it's own, the value of this content will be greater for educators who have already completed some or all of the 28-hours face-to-face curriculum which has been developed as a series of 7-hour workshops to support educators to develop their competences in these key areas.

The following section of this handbook presents the learning outcomes which cover all learning completed through the 28-hour face-to-face curriculum and the 32-hour of self-directed learning presented in this handbook. Following on from reviewing these learning outcomes, you will then be presented with a series of self-directed learning lesson plans, which will support you to further develop your knowledge, skills and competences related to the modules described above. Each module in this 32-hour self-directed learning curriculum is presented as a series of external links and resources which you are invited to explore to further develop your skills in the areas addressed, following by some self-reflection questions and prompts that will support you to apply what you are learning to your own teaching practice.

Learning outcomes

MODULE	KNOWLEDGE	SKILLS	ATTITUDES
1) Digital literacy	<ul style="list-style-type: none"> list and describe areas of digital competence provided in the DIGCOMP 2.0 Framework describe basic principles of good family learning practice analyze and compare modules of the Induction to Pedagogy Programme for Parents 	<ul style="list-style-type: none"> use the DIGCOMP 2.0 Framework and its tools present the family learning model and provide parents with implementation guidelines deliver the Induction to Pedagogy Programme for Parents and tailor it to a specific pilot group of parents and their needs 	<ul style="list-style-type: none"> openness to continuous professional development of their digital skills appreciation of a family approach to developing digital competence awareness of family learning needs
2) Climate literacy	<ul style="list-style-type: none"> describe the impact of climate change on the planet list pillars of the European Green Deal analyze and compare modules of the Digital and Climate Literacy Programme for Parents 	<ul style="list-style-type: none"> help parents formulate strategies for promoting circular economy and environmental literacy in their families deliver the Digital and Climate Literacy Programme for Parents and tailor it to a specific pilot group of parents and their needs 	<ul style="list-style-type: none"> awareness of the impact our everyday behaviours (related to food, energy, transport, and consumer choices) have on the environment appreciation of a family approach to developing environmentally sustainable behaviours awareness of family learning needs
3) Family Learning Toolkit resources for children and teenagers	<ul style="list-style-type: none"> describe and analyze Family Learning Toolkit resources aimed at children (comic strips) list and describe available software for creating comic strips (StoryBoardThat, Pixton, Canva, Google Drawings, Make Belief Comix) 	<ul style="list-style-type: none"> present Family Learning Toolkit comic strips to parents use available software to create their own comic strips (StoryBoardThat, Pixton, Canva, Google Drawings, Make Belief Comix) 	<ul style="list-style-type: none"> openness to new digital teaching resources willingness to develop their digital teaching competence appreciation of open-source software
4) Family Learning Toolkit resources for young adults and senior learners	<ul style="list-style-type: none"> describe and analyze Family Learning Toolkit resources aimed at teenagers and young adults (interactive digital magazines) describe and analyze Family Learning Toolkit resources aimed at senior adult learners (audiobooks) list and describe available software for creating audiobooks (PowerPoint, Audacity, Vocaroo, Voki) 	<ul style="list-style-type: none"> describe and analyze Family Learning Toolkit resources aimed at teenagers and young adults (interactive digital magazines) describe and analyze Family Learning Toolkit resources aimed at senior adult learners (audiobooks) list and describe available software for creating audiobooks (PowerPoint, Audacity, Vocaroo, Voki) 	<ul style="list-style-type: none"> openness to new digital teaching resources willingness to develop their digital teaching competence appreciation of open-source software

Lesson plans

Module 1: Digital literacy

Module 1, Lesson 1: DIGCOMP 2.0 Framework for Educators

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15min	Introduction A. What is DIGCOMP 2.0 framework? B. Why is it important for educators? C. Learning objectives: 1. Understand what is the DIGCOMP 2.0 framework for educators 2. Understand how the framework can be used in teaching and learning 3. Be able to evaluate and reflect on one's own digital competence	Self-directed learning	https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework
45min	DIGCOMP 2.0 Framework in depth 1. Read the DIGCOMP 2.0 framework and identify the 8 key competences and their sub-competences. Questions: A. What are the 8 key competences of DIGCOMP 2.0 framework? B. What are the sub-competences under each key competence? C. How can the competences be applied in teaching and learning?	Self-directed learning	https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework https://ec.europa.eu/jrc/en/digcompedu

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
45min	<p>Applying DIGCOMP 2.0 Framework in teaching and learning</p> <p>1. Develop a lesson plan that integrates DIGCOMP 2.0 framework into teaching practices. 2. Try to reflect, and write down solutions on how DIGCOMP 2.0 framework can be used to improve teaching and learning in your institution.</p> <p>Questions: A. How can educators use DIGCOMP 2.0 framework to develop their own digital competence? B. How can educators integrate DIGCOMP 2.0 framework into their teaching practices? C. What are some examples of how DIGCOMP 2.0 framework can be applied in teaching and learning?</p>	Self-directed learning	https://www.oecd-ilibrary.org/education/digcompedu-a-framework-for-developing-and-understanding-educators-digital-competence-in-the-digital-age_5jxrhxw8z9kj-en
15min	<p>Evaluating and reflecting on one's own digital competence</p> <p>1. Reflect on your own digital competence using DIGCOMP 2.0 framework and identify areas for improvement.</p> <p>Questions: A. How can educators evaluate their own digital competence using DIGCOMP 2.0 framework? B. What are some strategies for improving one's digital competence? C. Why is it important for educators to continually develop their digital competence?</p>	Self-directed learning	https://digital-competence.eu/ https://digital-skills-jobs.europa.eu/en/inspiration/resources/test-your-digital-skills-tool

Module 1, Lesson 2: Family Learning Model

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15min	<p>Introduction</p> <p>A. What is family learning practice?</p> <p>B. Why is digital literacy important for families?</p> <p>C. Learning objectives:</p> <ol style="list-style-type: none"> 1. Understand the principles of family learning practice related to digital literacy 2. Understand how to integrate digital literacy into family learning practice 3. Be able to develop strategies to promote digital literacy within families 	Self-directed learning	<p>https://www.uil.unesco.org/en/literacy/learning-families</p> <p>https://nationalcentreforfamilylearning.org/NCFL/NCFL/About/What-is-Family-Learning.aspx?hkey=7a23d01a-e0d3-467e-abcc-becc4e671205</p>
45min	<p>Principles of Family Learning Practice Related to Digital Literacy</p> <p>1. Research the principles of family learning practice related to digital literacy and create a list of key principles.</p> <p>Questions:</p> <p>A. What are the key principles of family learning practice related to digital literacy?</p> <p>B. How can these principles be applied in promoting digital literacy in families?</p> <p>C. What are some examples of how these principles can be implemented?</p>	Self-directed learning	<p>https://literacytrust.org.uk/programmes/family-digital-skills</p>
30min	<p>Integrating Digital Literacy into Family Learning Practice</p> <p>1. Create a plan for integrating digital literacy into family learning practice that is tailored to your family's needs and interests.</p> <p>Questions:</p> <p>A. What are the different ways digital literacy can be integrated into family learning practice?</p> <p>B. How can parents and caregivers support children's digital literacy development?</p> <p>C. What are some effective strategies for promoting digital literacy within families?</p>	Self-directed learning	<p>https://www.common sense media.org/digital-citizenship</p>
30min	<p>Developing Strategies to Promote Digital Literacy within Families</p> <p>1. Reflect on your own experiences with digital technology in your family and identify areas for improvement.</p> <p>Questions:</p> <p>A. How can families develop their own strategies to promote digital literacy?</p> <p>B. What are some tools and resources that can be used to support these strategies?</p> <p>C. How can families evaluate the effectiveness of their digital literacy promotion strategies?</p>	Self-directed learning	<p>https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parents-guide-digital-wellbeing-and-resilience</p>

Module 1, Lesson 3: Delivering the Induction to Pedagogy Program for Parents

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
45min	<p>Understanding the Induction to Pedagogy Program for Parent</p> <p>1. Research the key components of the Induction to Pedagogy Program for Parents and create a list of key topics to be covered.</p> <p>Questions:</p> <p>A. What are the key components of the Induction to Pedagogy Program for Parents?</p> <p>B. What are the benefits of the program for parents, teachers and children?</p> <p>C. How can parents be encouraged to participate in the program?</p>	Self-directed learning	https://familyfootprints.eu/induction-to-pedagogy-programme-for-parents/
45min	<p>Effective Delivery of the Induction to Pedagogy Program for Parents</p> <p>1. Reflect on your own experiences with parents in your context and identify areas for improvement.</p> <p>Questions:</p> <p>A. What are some effective methods for delivering the program to parents?</p> <p>B. How can the program be customized to meet the needs of parents from different backgrounds?</p> <p>C. What are some strategies for engaging parents during the program?</p>	Self-directed learning	https://www.scie.org.uk/publications/ataglance/ataglance11.asp
30min	<p>Designing a Customized Induction to Pedagogy Program for Parents</p> <p>1. Design a customized Induction to Pedagogy Program for Parents based on the specific needs of parents in your context.</p> <p>Questions:</p> <p>A. How can the program be adapted to meet the specific needs of parents in your context?</p> <p>B. What are the key topics and activities that should be included in the program?</p> <p>C. What are some resources that can be used to support the program?</p>	Self-directed learning	https://www.iied.org/sites/default/files/pdfs/migrate/G01667.pdf

Module 2: Climate literacy

Module 2, Lesson 1: Climate Change

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
30min	<p>Understanding Climate Change</p> <p>1. Research the causes and impacts of climate change and create a list of key points to remember.</p> <p>Questions:</p> <p>A. What are the main causes of climate change?</p> <p>B. What are the key components of the Earth's climate system?</p> <p>C. How has climate changed in the past and how is it changing now</p>	Self-directed learning	<p>https://www.nrdc.org/stories/what-climate-change</p> <p>https://www.europarl.europa.eu/news/en/headlines/society/20180703STO07129/eu-responses-to-climate-change?&at_campaign=20234-Green&at_medium=Google_Ads&at_platform=Search&at_creation=RSA&at_goal=TR_G&at_audience=climate%20change%20facts&at_topic=Climate_Change&at_location=PO&gclid=CjwKCAjwl6OiBhA2EiwAuUwWZbQmZMNEluOCCtavkZ5x9FlhHdhlaWjHLOZN1Lk-j81hbuCUQF37YRoCHH8QAvD_BwE</p>
45min	<p>Impacts of Climate Change</p> <p>1. Conduct a climate change impact assessment of your community or workplace and identify ways in which it can adapt to climate change.</p> <p>2. Identify one way in which you can reduce your own carbon footprint and implement it.</p> <p>Questions:</p> <p>A. What are the environmental impacts of climate change?</p> <p>B. What are the social and economic impacts of climate change?</p> <p>C. How do different regions of the world experience climate change differently?</p>	Self-directed learning	<p>https://royalsociety.org/topics-policy/projects/climate-change-evidence-causes/</p>
45min	<p>Reducing Climate Change and Adapting to its Impacts</p> <p>1. Develop a plan for engaging your community or workplace in taking action on climate change.</p> <p>Questions:</p> <p>A. What are some strategies for reducing greenhouse gas emissions?</p> <p>B. What are some ways in which communities can adapt to the impacts of climate change?</p> <p>C. How can individuals and communities take action to address climate change?</p>	Self-directed learning	<p>https://www.unep.org/resources/report/climate-change-how-take-action</p>

Module 2, Lesson 2: Pillars of the European Green Deal

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
30min	<p>Objectives and Key Elements of the European Green Deal</p> <p>A. What are the main objectives of the European Green Deal?</p> <p>B. What are the key elements of the European Green Deal?</p> <p>C. How does the European Green Deal fit into the global response to climate change?</p>	Self-directed learning	https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en
60min	<p>Pillars of the European Green Deal</p> <p>1. Choose one pillar of the European Green Deal and research its objectives, policies, and measures.</p> <p>Questions:</p> <p>A. Pillar 1: Climate Action</p> <ol style="list-style-type: none"> Objectives and goals Key policies and measures Challenges and opportunities <p>B. Pillar 2: Circular Economy</p> <ol style="list-style-type: none"> Objectives and goals Key policies and measures Challenges and opportunities <p>C. Pillar 3: Biodiversity</p> <ol style="list-style-type: none"> Objectives and goals Key policies and measures Challenges and opportunities <p>D. Pillar 4: Zero Pollution</p> <ol style="list-style-type: none"> Objectives and goals Key policies and measures Challenges and opportunities 	Self-directed learning	https://www.europarl.europa.eu/news/en/headlines/society/20191211STO67903/the-european-green-deal-explained
45min	<p>Implementing the European Green Deal</p> <p>1. Develop a plan for promoting the implementation of the European Green Deal in your community or workplace.</p> <p>2. Identify one action you can take to contribute to the goals of the European Green Deal and implement it.</p> <p>Questions:</p> <p>A. How can the European Green Deal be implemented at the national and local levels?</p> <p>B. What are the roles and responsibilities of different actors in implementing the European Green Deal?</p> <p>C. What are some challenges and opportunities for implementing the European Green Deal?</p>	Self-directed learning	https://www.europarl.europa.eu/news/en/headlines/society/20200618STO81513/green-deal-key-to-a-climate-neutral-and-sustainable-eu?&at_campaign=20234-Green&at_medium=Google_Ads&at_platform=Search&at_creation=RSA&at_goal=TR_G&at_audience=european%20green%20deal&at_topic=Green_Deal&at_location=PO&gclid=CjwKCAjwl6OiBhA2EiwAuUwWZV6BWtgZ0DWO3oVIQlWKajd3SiAQMkENAH-SPYU-nQCUMZ_H4c3vIRoCrWcQAvD_BwE

Module 2, Lesson 3: Digital and Climate Literacy Programme for Parents

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
30min	<p>Importance of Digital and Climate Literacy for Parents</p> <p>1. Create a reflection paper on your understanding of the importance of digital and climate literacy for parents and the challenges and opportunities for delivering the programme.</p> <p>Questions:</p> <p>A. Why is digital literacy important for parents? B. Why is climate literacy important for parents? C. How can digital and climate literacy help parents to support their children's learning and development?</p>	Self-directed learning	<p>https://www.webroot.com/us/en/resources/tips-articles/the-importance-of-parental-involvement-in-digital-literacy</p> <p>https://www.cyberwise.org/post/parental-digital-literacy-is-the-key-to-protecting-children-online</p>
60min	<p>Key Concepts and Topics Covered in the Digital and Climate Literacy Programme</p> <p>1. Identify one action you can take to support the digital and climate literacy of parents in your community or workplace and implement it.</p> <p>Questions:</p> <ol style="list-style-type: none"> Digital Literacy Information and data literacy Communication and collaboration Digital content creation Safety Problem solving Climate change From farm to fork Energy efficiency Customer choices My home environment Green transport 	Self-directed learning	<p>https://familyfootprints.eu/the-dual-transition-digital-and-climate-literacy-programme-for-parents-2/</p>
45min	<p>Delivering the Digital and Climate Literacy Programme to Parents</p> <p>1. Develop a strategy for delivering the Digital and Climate Literacy Programme to parents in your community or workplace.</p> <p>Questions:</p> <p>A. Strategies for delivering the programme B. Challenges and opportunities</p> <ol style="list-style-type: none"> Access to technology and resources Engagement and motivation 	Self-directed learning	<p>https://www.thelpi.org/how-to-develop-a-training-delivery-strategy/</p>

Module 3: Family Learning Toolkit resources for children and teenagers

Module 3, Lesson 1: Comic Strips in the Family Learning Toolkit

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5h	<p>The third project result “Family Learning Toolkit” contains Comic Strips, Interactive Magazines and Audio Books which provide age-appropriate learning materials for family members of different age groups.</p> <p>In this module we focus on the interactive magazines at introductory level. These magazines are aimed at teenagers and young adults in the age of 13-20. Each interactive magazine can be found in a pdf format and contains the following interactive resources:</p> <ul style="list-style-type: none"> • short explainer videos • self-help resources • games and puzzles <p>The set of 12 magazines will address 6 themes, including</p> <ol style="list-style-type: none"> (1) digital footprint and my digital identity; (2) cyberbullying, digital drama and hate speech; (3) media balance, media literacy and my well-being; (4) my carbon footprint – focusing on consumerism, social media use and its environmental cost, etc.; (5) my plastic diet – single-use plastic and microplastics in our food supply (6) changing habits for a carbon-neutral future – <p>one at introductory level for teenagers aged 13 to 17; and one at advanced level for young adults aged 18 to 20.</p> <p>Familiarise yourself in depth with the resources of 6 digital magazines at an introductory level and then choose a topic that interests you (preferably climate, ecology or digital related, but if you don't feel confident it can be any topic) and prepare your own digital magazine resources and plan a strategy of how to use them with teenagers and young adults!</p> <p>More specifically, your task is to create 3 sample resources based on the Family Footprints resources:</p> <ul style="list-style-type: none"> • Introductory article on the chosen topic • Check in quiz in google forms • Self-help resource 	Self-directed learning	<p>https://www.webroot.com/us/en/resources/tips-articles/the-importance-of-parental-involvement-in-digital-literacy</p> <p>https://www.cyberwise.org/post/parental-digital-literacy-is-the-key-to-protecting-children-online</p>

Module 3, Lesson 2: Developing and Producing Comic Strips using Available Open-Resource Software

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
30min	<p>Basics of Comic Strip Creation and Production</p> <p>1. Reflect and write down your understanding of the basics of comic strip creation and production and the use of open-resource software for this purpose.</p> <p>Next steps:</p> <p>A. Understanding the format and structure of comic strips B. Storyboarding and scriptwriting C. Character design and development D. Choosing a visual style E. Lettering and dialogue</p>	Self-directed learning	<p>https://ilkaperea.com/2019/09/13/creative-process-of-making-comics-2/</p> <p>https://www.weareteachers.com/how-to-create-a-comic-strip/</p> <p>https://www.makingcomics.com/2014/01/10/scriptwriting-comics/</p> <p>https://www.comicbookherald.com/importance-style-comics/</p> <p>https://www.makingcomics.com/2014/02/21/how-to-letter-comics/</p>
60min	<p>Open-Resource Software for Comic Strip Creation</p> <p>1. Explore the available open-resource software for comic strip creation and choose one to use for this module.</p> <p>Next steps:</p> <p>A. Overview of available open-resource software</p> <ol style="list-style-type: none"> 1. StoryBoardThat 2. Pixton 3. Canva 4. Google Drawings 5. Make Belief Comix <p>B. Key features and benefits of each software</p> <p>C. Installation and setup of software</p>	Self-directed learning	<p>StoryBoardThat (https://www.storyboardthat.com/)</p> <p>Pixton (https://www.pixton.com/)</p> <p>Canva (https://www.canva.com/)</p> <p>Google Drawings (https://www.google.com/drawings/)</p> <p>Make Belief Comix (https://www.makebeliefscomix.com/)</p>

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
90min	<p>Using Open-Resource Software for Comic Strip Creation and Production</p> <ul style="list-style-type: none"> A. Creating and importing images B. Creating and editing text and dialogue balloons C. Adding special effects D. Layout and design E. Saving and exporting files F. Tips and best practices 	Self-directed learning	<p>https://www.pixton.com/resources/tutorial/adding-dialogue-to-your-comic-strip</p> <p>https://www.canva.com/learn/how-to-add-text-and-speech-bubbles-to-photos-in-canva</p> <p>https://gsuite.google.com/learning-center/products/drawings/get-started/</p>
120min	<p>Creating a Comic Strip using Open-Resource Software</p> <ul style="list-style-type: none"> 1. Use the software to create the comic strip, adding text and special effects. <ul style="list-style-type: none"> A. Brainstorm and write a script B. Sketch and storyboard the comic strip C. Create and edit images using open-resource software D. Add dialogue, text and special effects E. Layout and design the comic strip F. Save and export the final product 	Self-directed learning	

Module 4: Family Learning Toolkit resources for young adults and senior learners

Module 4, Lesson 1: Family Footprint interactive magazines at advanced levels

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
90min	<p>As you may already know from previous modules, the family footprints project includes both introductory level resources, which are aimed more at younger target groups, and advanced level resources, for adults and seniors. In this module, we focus on the advanced level resources.</p> <p>This time, go through the digital magazines of the Family footprints project in detail at advanced level:</p> <ol style="list-style-type: none"> 1. write down the most important aspects of the resources you have reviewed 2. write down the differences between digital magazines at basic and advanced level 	Self-directed learning	https://familyfootprints.eu/family-learning-toolkit-comic-strips-interactive-magazines-and-audio-books/
120min	<p>Complete check in quizzes and self-help activities</p> <ol style="list-style-type: none"> 1. Focus your attention on the check quizzes and self-help activities and try to complete them all 2. Pay particular attention to their structure, form, what you have learnt from them and their potential purpose. 	Self-directed learning	https://familyfootprints.eu/family-learning-toolkit-comic-strips-interactive-magazines-and-audio-books/
30min	<p>Once you have analysed and solved all the resources given, answer the following questions:</p> <p>Were you able to solve/complete each quiz and task?</p> <p>Did you find it challenging?</p> <p>Were the topics covered something new to you?</p> <p>Would you be able to create similar resources at a similar level?</p>	Self-directed learning	
60min	<p>Using digital magazines to work with young people and young adults</p> <ol style="list-style-type: none"> 1. describe how you would use these resources to work with young people and young adults 2. develop strategies to engage your audience as much as possible 	Self-directed learning	<p>https://mahernet.com/blog/strategies-to-attract-and-train-young-adults-transforming-a-generation-through-work-based-learning</p> <p>https://hapara.com/blog/how-to-use-digital-education-resources-effectively/</p>

Module 4, Lesson 2: how to develop audiobooks using powerpoint

TIME (minutes)	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
30min	<p>Why is audiobook creation and production important?</p> <ul style="list-style-type: none"> • Benefits of Audiobooks • Audiobooks: A Beginner's Guide • How to Create an Audiobook in PowerPoint 	Self-directed learning	<p>(https://www.learnoutloud.com/content/blog/archives/2017/10/26/benefits-of-audiobooks/)</p> <p>(https://bookriot.com/beginners-guide-to-audiobooks/)</p> <p>(https://www.business2community.com/infographics/how-to-create-an-audiobook-in-powerpoint-infographic-02360953)</p>
60min	<p>Basics of Audiobook Creation and Production</p> <p>A. Understanding the format and structure of audiobooks</p> <p>B. Scriptwriting and preparation</p> <p>C. Choosing a narrator and recording equipment</p> <p>D. Recording and editing audio</p> <p>E. Adding music and sound effects</p>	Self-directed learning	<p>(https://www.thebalancecareers.com/audiobook-recording-and-production-2460735)</p> <p>(https://penandthepad.com/write-audiobook-script-6510344.html)</p> <p>(https://www.voices.com/blog/7-tips-for-recording-audiobooks-at-home/)</p> <p>(https://www.bookworks.com/2016/06/how-to-record-and-edit-your-own-audiobook/)</p> <p>(https://blog.bushelldigitalmedia.com/how-to-add-sound-effects-to-your-audiobook)</p>
120min	<p>Using PowerPoint for Audiobook Creation and Production</p> <p>A. Overview of PowerPoint's audio recording features</p> <p>B. Setting up your PowerPoint presentation for audiobook creation</p> <p>C. Recording and editing audio in PowerPoint</p> <p>D. Adding music and sound effects in PowerPoint</p>	Self-directed learning	<p>(https://support.microsoft.com/en-us/office/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c)</p> <p>(https://www.business2community.com/infographics/how-to-create-an-audiobook-in-powerpoint-infographic-02360953)</p> <p>(https://support.microsoft.com/en-us/office/record-audio-or-video-narration-for-your-powerpoint-presentation-9d136f47-fa4f-41a9-9a52-4d896f9ebf50)</p> <p>(https://support.microsoft.com/en-us/office/add-sound-effects-to-an-animation-or-hyperlink-26d2a384-3aaf-402c-8259-54b3ec400d05)</p>
90min	<p>Tips for High-Quality Audiobook Production</p> <p>A. Best practices for recording and editing audio</p> <ul style="list-style-type: none"> - 9 Tips for Recording Great Audio for Your Audiobook - The Top 10 Editing Tips for Audiobook Narrators <p>B. Adding a professional touch to your audiobook</p> <ul style="list-style-type: none"> -How to Make Your Audiobook Sound Like It Was Recorded in a Professional Studio - Audiobook Mastering Tips 	Self-directed learning	<p>(https://blog.acx.com/)</p> <p>(https://www.bookbaby.com/free-guide/top-10-editing-tips-for-audiobook-narrators)</p> <p>(https://blog.acx.com/2017/02/15/9-tips-for-recording-great-audio-for-your-audiobook/)</p> <p>(https://www.productionvoices.com/audiobook-mastering-tips/)</p> <p>(https://blog.acx.com/2018/02/14/how-to-make-your-audiobook-sound-like-it-was-recorded-in-a-professional-studio/)</p>

FAMILY FOOTPRINTS

