WIFI
Women in the Film Industry

Module number and title: 1 ACTION			
Designed by: UPIT, CARDET			
TOTAL Learning time, of which:	**Face-to-face learning**	**Self-directed learning**	**Assessment**
10 hours	4 and a half hours	5 hours	Half hour

LEARNING OUTCOMES

On successful completion of this Module, the front-line VET tutors and career guidance / management experts will be able to:

Knowledge	Barriers and the gender bias K.1.1. K.1.2. Online learning K.2.1. K.2.2. Administrative roles K.3.1. K.3.2. K.3.3. K.3.4.
Skills	Barriers and the gender bias S.1.1. S.1.2. Online learning S.2.1. S.2.2. Administrative roles S.3.1. S.3.2. S.3.3. S.3.4.
Attitudes	Barriers and the gender bias A.1.1. A.1.2. Online learning A.2.1.

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	A.2.2. Administrative roles A.3.1. A.3.2. A.3.3. A.3.4.
Values	Barriers and the gender bias V.1.1. V.1.2. Online learning V.2.1. V.2.2. Administrative roles V.3.1. V.3.2. V.3.3. V.3.4.

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.1	***Growing apples***	Game activity	K.1.1. S.1.1 A.1.1 V.1.1	10 min
Overview of Content	*The tutor encourages the participants to walk around the class in an aleatory movement.* *(1 min)* *THE tutor explains the game's rules: every time they meet a person they have to introduce themselves, telling the other participant their name, occupation, favorite food and an obstacle they think women face in the film industry.* Action WIFI course support.pptx (3 minutes) *After 5-6 minutes of walking the tutor asks the participants to keep walking but this time, every time they meet a person they have to recall and say the person's name, occupation and favorite food. (3 minutes)* *The tutor encourages them to discuss about the things they know about the other participants especially about the obstacles women face in film industry (3 minutes)*			
Content delivery methods (game, discussions, group work,)				
introductory game				
Didactic Materials Required				

"ACTION by WIFI" course support.pptx

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.2	***Introduction to the course***	Face-to-face	**K.1.1.** (S.1.1, A.1.1, V.1.1)	10 min
Overview of Content	● The tutor welcomes participants (trainees) and emphasizes that this module is developed in the framework of the WIFI project.(2 min) ● S/he announces the objectives of this activity, as described in slide 5 of the "ACTION by WIFI" course support.pptx (2 min) ● The main learning outcomes are introduced by the tutor with the help of slides 6 to 10 of the "ACTION by WIFI" course support.pptx. (4 min) ● The tutor encourages the participants to address any questions regarding the objectives and learning outcomes of the course			
Content delivery methods				
Lecture				
Didactic Materials Required)				
video projector projecting the "ACTION by WIFI" course support.pptx slides 5-10				
Assessment method				
By encouraging the participants to address any questions regarding the objectives and learning outcomes of the course (final minute)				
References (please use APA Style)				
●				

A1.3	***Why you are here?***	Face-to-face	**K.1.1.** (S.1.1. , A.1.1. , V1.1.) **K.2.1.** (S.2.1. , A.2.1. , V.2.1.) **K.3.1.** (S.3.1. , A.3.1. , V.3.1.)	10 min
Overview of Content	● The tutors test the level of knowledge regarding class content barriers and gender bias, online learning and administrative roles of			

women in the film industry of the participants by performing task nr. 1 (trainees).

- The tutor encourages 3 participation of 3 volunteers (1 min.)
- S/He asks one of the 3 questions in slide 11 of the "ACTION by WIFI" course support.pptx for each volunteer:
    - o Recall one moment you felt discriminated against
    - o Name 1 online learning platform for teachers.
    - o What is the last film that you saw in the cinema? (1 min.)
- The tutor and the participants listen to the story involving discrimination of the volunteer (3 min.)
- The tutor accesses any online learning platform the second participant can think of or proposes the access of the wifilmmooc.eu platform and asks the participants to access it on their phones or laptops (1 min.)
- The tutor enters imdb online and searches for the last film the third volunteer named, looking for the credits of administrative roles of that film and trying to see how many women were involved (2 min.)
- the tutor discusses the outcomes of this activity (2 min.)

Content delivery methods (lecture, discussions, research, group work, WIFI Case Study Library, etc.)

Lecture
Discussion/debate
OnLine search
Individual work

Didactic Materials Required

-video projector projecting slide 11 of the "ACTION by WIFI" course support.pptx
-internet access to the wifilmmooc.eu , any other online learning platform and the imdb platform

Assessment method

By evaluating the task nr. 1 completed in the worksheet "ACTION by WIFI" course support.pptx, slide 11

References
(please use APA Style)

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Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.4	*What are the obstacles?*	Face-to-face	K.1.1. K.1.2. S.1.2 S. 1.2.	30 min

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			A.1.1	
			A.1.2	
			V.1.1	
			V.1.2	

Overview of Content	● The tutor asks the participants to name the main obstacles of a woman researcher, assistant director, and production assistant. Note down all the responses. ● The tutor shows how some examples from the case study library, of women in the film industry and the obstacles they encountered ● The tutor leads a discussion on how women can overcome these obstacles and the importance of having their dignity and supporting their rights

Content delivery methods

Discussion

Didactic Materials Required

- Advisable to have a whiteboard and a marker to note down all the responses
- A projector presenting "WIFILM MOOC" the Case Study Library

Assessment method

The purpose of the exercise is for the participants to recognize and be aware of the obstacles a woman may encounter while entering the film industry.

References
(please use APA Style)

●

Activity Code	**Activity Title**	**Activity type** (i.e. face-to-face learning or self-directed learning)	**Learning Outcomes to be achieved through this activity**	**Learning Time for this activity**
A1.5	***Show me the gender bias***	Face-to-face	K.1.1. K.1.2. S.1.2 S. 1.2. A.1.1 A.1.2 V.1.1 V.1.2	30 min
Overview of Content	● The tutor should find beforehand a scene of a film/video (approximately 5-10 minutes) where there are scenes which illustrate gender bias. ● Then, the tutor will show the film without giving any instructions. ● Afterwards, the tutor will ask if there were any gender bias scenes, ask the participants to explain why they chose those scenes and how they would have changed them.			

Content delivery methods

Discussion

Didactic Materials Required

For this exercise you will need a projector.
Assessment method
Participants should be able to recognize scenes of gender bias, especially the ones which are indirect in order to gain awareness.
References (please use APA Style)
●

A1.6	*Online learning*	Face-to-face	K.2.1. (S.2.1. , A.2.1. , V.2.1.)	30 min
Overview of Content	- The tutor explains that the principles of the teaching-learning-evaluating process should remain the same online. (3 min.) - The tutor screens on the projector the 7 principles of learning by Comenius as shown in slides 12-13 of the "ACTION by WIFI" course support.pptx (3 min.) - The tutor explains Task nr. 2: S/he creates teams of two and encourages the participants to debate whether the didactic principles of Comenius can be applied in an online environment. (3 min.) - Trainees work in teams of two to perform Task 1. While they work, the tutor provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee. (10 min) - At the end of the allotted time, the tutor chooses randomly or on a voluntary basis 2-3 trainees and asks them to present and discuss the results with the other trainees. (10 min)			

Content delivery methods
Lecture Discussion/debate Teamwork
Didactic Materials Required
-video projector projecting slide 12-13 of the "ACTION by WIFI" course support.pptx -access of the Comenius' didactic principles word document
Assessment method
By evaluating task nr. 2.
References (please use APA Style)
● Comenius' principles (BONTAS, 2007)

A1.7	*Online challenges*	Face-to-face	K.2.1. (S.2.1. , A.2.1. , V.2.1.)	20 min
Overview of Content	- The tutor screens slides 14 and 15 of the "ACTION by WIFI" course support.pptx to present some of the differences between online and face to face learning (3 min.) ○ 1. Challenges regarding student motivation and discipline			

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	○ 2. Real-time interaction vs asynchronous learning
	○ 3.Online learning is easier with interactive platforms
	○ 4.Personal online courses vs group classroom lectures
	○ 5.Online students depend heavily on guidance and communication
	• The tutor explains Task nr 3, namely trainees work individually to find more differences and challenges regarding the differences between online and face to face learning. They use pen and paper to note them down. (2 min.)
	• Participants work individually to perform Task nr 3. While they work, the tutor provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each participant. (10 min)
	• At the end of the allotted time, the tutor chooses randomly or on a voluntary basis 2-3 trainees and asks them to present and discuss the results with the other trainees. (5 min)

Content delivery methods

Lecture
Discussion/debate
Individual work

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

-video projector projecting slide 14-15 of the "ACTION by WIFI" course support.pptx
-pen and paper for each participant

Assessment method

By evaluating the task completed in the worksheet (WIFI_IO3_Module 1_Annex X).

References
(please use APA Style)

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A1.8	*Online lesson design*	Face-to-face	K.2.2 (S.2.2, V.2.2, A.2.2) K.3.1 (S.3.1, A.3.1, V.3.1)	10 min
Overview of Content	• The tutor screens slides 16 and 17 of the "ACTION by WIFI" course support.pptx (1 min.) • The tutor clicks all the buttons on the slide to briefly present multiple tools that the trainees can access to create and online lesson (3 min.) • When reaching tip number 4 of slide 17, the tutor asks the participants what they think about the media tools that they have used for this class (3 min.) • When reaching tip number 5 of the slide 17, the tutor introduces thye participants to the wifilmmooc.eu site and presents each button of the home page. (3 min.)			

Content delivery methods

Lecture

Discussion/debate

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
-video projector projecting slide 16-17 of the "ACTION by WIFI" course support.pptx -access to all links provided in slide 17: talentlms, kcrossacademy, google education, wifilmmooc.eu
Assessment method
By evaluating the discussion.
References (please use APA Style)
●

A1.9	*Introduction to wifilm platform*	Face-to-face	**K.3.1** (S.3.1, A.3.1, V.3.1)	30 min
Overview of Content	- The tutor projects the wifilm site wifilmmooc.eu - The tutor introduces the participants to the wifilmmooc.eu site. as guided in the "ACTION by WIFI" course support.pptx slides 18-20 (10 min.) - The tutor encourages the participants to take the quiz on the site (task nr.4) (10 min.) - The tutor and the participants discuss the test results (10 min.)			

Content delivery methods (lecture, discussions, research, group work, WIFI Case Study Library, etc.)
Lecture Discussion/debate Individual work
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
-video projector projecting slide 18-20 of the "ACTION by WIFI" course support.pptx -access to all links provided in slide 19, 20: wifilmmooc.eu
Assessment method
By evaluating the task nr 4.
References (please use APA Style)
●

A1.10	*Action! Administrative roles Production assistant!*	Face-to-face	**K.3.1.** (S.3.1., A.3.1., V.3.1.) **K.3.2.** (S.3.2., A.3.2., V.3.2.) **K.3.3.** (S.3.3., A.3.3., V.3.3.)	30 min
Overview of Content	**The tutor projects the wifilm site wifilmmooc.eu** **The tutor will introduce the participants to the wifilmmooc.eu site. (production assistant role) as guided in the "ACTION by WIFI" course support.pptx slides 21-29**			

- The tutor guides the trainees on how to access the powerpoint presentation of the production assistant role on the site as shown in slides 22-26 as guided in the "ACTION by WIFI" course support.pptx(1 min.)
- The tutor delivers the information of the online powerpoint regarding: what is and what does a production assistant, what are her tasks and what are the skills a production assistant needs as shown in pages 2-5 of the powerpoint document in:
  - http://wifilmmooc.eu/index.php/production-assistant-powerpoint/ (3 min.)
- The tutor briefly presents the learning activity 1 on page 6 and encourages the trainees to name other learning activities for the possible students (2 min.)
- The tutor delivers the information of the online powerpoint regarding: opportunities and imbalances of being a production assistant as shown in pages 11-12 of the powerpoint document in:
  - http://wifilmmooc.eu/index.php/production-assistant-powerpoint/ (3 min.)
- The tutor briefly presents the learning activity 2 on page 14 and the debriefing questions on page 15 and encourages the trainees to use those activities and questions in their training (3 min.)
- The tutor displays the tip sheet on the site (http://wifilmmooc.eu/wp-content/uploads/2022/03/WIFI-IO1-Tip-Sheet-Production-Assistant-2-1.pdf) as shown in the "ACTION by WIFI" course support.pptx slide 27 and encourages the trainees to use the WIFI-IO1-Tip-Sheet-Production-Assistant-2-1.pdf in their teaching process (2 min.)
- The tutor explains Task nr 4, namely for the trainees to work individually, to find and name other tips than those presented on the site (1 min.)
- Participants work individually to perform Task 4. While they work, the tutor provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee.(4 min.)
- At the end of the allotted time, the tutor chooses randomly or on a voluntary basis 2-3 trainees and asks them to present and discuss the results with the other trainees. (4 min.)
- The tutor accesses the audio lecture button on the site (http://wifilmmooc.eu/index.php/production-assistant-podcast/) as shown on slide 28 of the "ACTION by WIFI" course support.pptx and they all listen for the 1 minute lecture (1 min.)
- The tutor accesses the video button on the site (http://wifilmmooc.eu/index.php/production-assistant-video/) as shown on slide 29 of the "ACTION by WIFI" course support.pptx and they all listen for the 2 minutes lecture (2 min.)
- The tutor encourages the trainees to discuss the audio and the video files, to give feedback on their content and to find additional

information that they could deliver to their students. and they all listen to the 1 minute lecture (4 min.)

Content delivery methods
Lecture Discussion/debate Individual work group work
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
-video projector projecting slide 21-29 of the "ACTION by WIFI" course support.pptx -access to all links provided in slides 21-29 on wifilmmooc.eu
Assessment method
By evaluating the tasks completed by the class
References (please use APA Style)
●

A1.11	*Action! Administrative roles Assistant director!*	Face-to-face	**K.3.1.** (S.3.1., A.3.1., V.3.1.) **K.3.2.** (S.3.2., A.3.2., V.3.2.) **K.3.3.** (S.3.3., A.3.3., V.3.3.)	30 min

Overview of Content	● **The tutor projects the wifilm site wifilmmooc.eu**
	● **The tutor will introduce the participants to the wifilmmooc.eu site. (assistant director role) as guided in the "ACTION by WIFI" course support.pptx slides 30-39**
	
	● The tutor guides the trainees on how to access the powerpoint presentation of the assistant director role on the site as shown in slides 31-35 as guided in the "ACTION by WIFI" course support.pptx (1 min.)
	● The tutor delivers the information of the online powerpoint regarding: what is and what does a 1st and 2nd assistant director, and on what is a shoot schedule and a callshit as shown in pages 2-9 of the powerpoint document in:
	   ○ http://wifilmmooc.eu/index.php/assistant-director-powerpoint/ (3 min.)
	● The tutor briefly presents the learning activity 1 on page 10 and encourages the trainees to name other learning activities for the possible students (2 min.)
	● The tutor delivers the information of the online powerpoint regarding: tips, opportunities and gender imbalances of being a assistant director as shown in pages 15-17 of the powerpoint document in:
	   ○ http://wifilmmooc.eu/index.php/assistant-director-powerpoint/ (3 min.)			

	- The tutor briefly presents the learning activity 2 on page 18 and the de-briefing questions on page 19 and encourages the trainees to use those activities and questions in their training (3 min.) - The tutor displays the tip sheet on the site (http://wifilmmooc.eu/wp-content/uploads/2022/03/WIFI-IO1-Assistant-Director-Tip-Sheet-1.pdf) as shown in the "ACTION by WIFI" course support.pptx slide 36 and encourages the trainees to use the WIFI-IO1-Tip-Sheet-Production-Assistant-2-1.pdf in their teaching process (2 min.) - The tutor explains Task nr 4, namely for the trainees to work individually, to find and name other challenges that an assistant director might encounter (other than those presented on the site) (1 min.) - Trainees work in teams of two to perform Task 4. While they work, the tutor provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee.(4 min.) - At the end of the allotted time, the tutor chooses randomly or on a voluntary basis 2-3 trainees and asks them to present and discuss the results with the other trainees. (4 min.) - The tutor accesses the audio lecture button on the site (http://wifilmmooc.eu/index.php/assistant-director-podcast/) as shown on slide 37 of the "ACTION by WIFI" course support.pptx and they all listen for the 1 minute lecture (1 min.) - The tutor accesses the video button on the site (http://wifilmmooc.eu/index.php/assistant-director-video/) as shown on slide 38 of the "ACTION by WIFI" course support.pptx and they all listen for the 2 minutes lecture (2 min.) - The tutor encourages the trainees to discuss the audio and the video files, to give feedback on their content and to find additional information that they could deliver to their students. and they all listen to the 1 minute lecture (4 min.)

Content delivery methods

Lecture
Discussion/debate
Individual work
group work

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

-video projector projecting slide 30-39 of the "ACTION by WIFI" course support.pptx
-access to all links provided in slides 30-39 on wifilmmooc.eu
-a call sheet paper document
-a shoot schedule paper document

Assessment method

By evaluating the tasks completed by the class

References

(please use APA Style)

●

A1.12	*Action! Administrative roles Researcher!*	Face-to-face	**K.3.1.** (S.3.1., A.3.1., V.3.1.) **K.3.2.** (S.3.2., A.3.2., V.3.2.) **K.3.3.** (S.3.3., A.3.3., V.3.3.)	30 min
Overview of Content	● **The tutor projects the wifilm site wifilmmooc.eu** ● **The tutor will introduce the participants to the wifilmmooc.eu site. (researcher role) as guided in the "ACTION by WIFI" course support.pptx slides** ● The tutor guides the trainees on how to access the powerpoint presentation of the production assistant role on the site at the "researcher page" (1 min.) ● The tutor delivers the information of the online powerpoint regarding: what is and what does a researcher, what are her tasks and what are the skills a researcher needs as shown on the site at the "researcher page" (3 min.) ● The tutor briefly presents the learning activity as shown on the site at the "researcher page" and encourages the trainees to propose other learning activities for the possible students (2 min.) ● The tutor delivers the information of the online powerpoint regarding researcher's role as shown on the site at the "researcher page" (3 min.) ● The tutor briefly presents the learning activity as shown on the site at the "researcher page" and encourages the trainees to use those activities and questions in their training (3 min.) ● The tutor displays the tip sheet as shown on the site at the "researcher page/tips" and encourages the trainees to use the pdf document in their teaching process (2 min.) ● The tutor explains the Tasks namely for the trainees to work individually, to find and name other tips. (1 min.) ● Trainees work individually to perform Tasks. While they work, the tutor provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee. (x min) (4 min.) ● At the end of the allotted time, the tutor chooses randomly or on a voluntary basis 2-3 trainees and asks them to present and discuss the results with the other trainees. (4 min.) ● The tutor accesses the audio lecture button on http://wifilmmooc.eu/index.php/researcher/ (1 min.) ● The tutor accesses the video buttons shown on the site at the researcher's page (2 min.)			

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	● The tutor encourages the trainees to discuss the audio and the video files, to give feedback on their content and to find additional information that they could deliver to their students. (4 min.)

Content delivery methods

Lecture
Discussion/debate
Individual work
group work

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

-access to all links provided on the site at the researcher's page

Assessment method

By evaluating the tasks completed by the class

References
(please use APA Style)

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ASSESSMENT	*The tutor explains the assessment:* *The participants are encouraged to watch other interviews from the case study library and note down what other tasks, skills or challenges a professional might encounter*			30 min.

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