



Module number and title: 1 TECHNICAL 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
<b>LEARNING OUTCOMES</b>  On successful completion of this Module, the front-line VET tutors and career guidance / management experts will be able to:			
<b>Knowledge</b>	Barriers and the gender bias K.1.1.  Online learning K.2.1.  Administrative roles K.3.1. K.3.2. K.3.3. K.3.4. K.3.5.		
<b>Skills</b>	Barriers and the gender bias S.1.1.  Online learning S.2.1.  Administrative roles S.3.1. S.3.2. S.3.3. S.3.4. S.3.5.		
<b>Attitudes</b>	Barriers and the gender bias A.1.1.  Online learning A.2.1.  Administrative roles A.3.1. A.3.2. A.3.3.		



	A.3.4. A.3.5.
<b>Values</b>	Barriers and the gender bias V.1.1.  Online learning V.2.1.  Administrative roles V.3.1. V.3.2. V.3.3. V.3.4. V.3.5.

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	<i>What does apply?</i>	Game activity	K.1.1. S.1.1 A.1.1 V.1.1	10 min
Overview of Content	<ul style="list-style-type: none"><li><i>The tutor encourages the participants to walk around the class in an aleatory movement and find an accessory they will use in the activity (an arm watch, a bracelet, a ring, a pen, their shoe. (1 min)</i></li><li><i>THE tutor explains the game's rules: The participants will sit in a circle and they will pick one accessory that they will place in the middle of the circle. Each participant has to pick one of the accessories but not their own. The tutor will form teams of two. Each couple of two will have to talk about themselves for 1 minute. The partner has to remember as many details about the other one. After the 2 minutes go by, the participants reform the circle while still holding the accessories. Each of them will receive their accessory back after saying everything they know about their partner. (2 minutes)</i></li><li><i>Guided by the tutor the participants follow all the steps of the activity (7 minutes)</i></li></ul>			
Content delivery methods (game, discussions, group work, )				
introductory game				
Didactic Materials Required				
Their own accessories				
Assessment method				
By evaluating the information each participant recalled				
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
A1.2	<i>Introduction to the course</i>	Face-to-face	K.1.1. (S.1.1, A.1.1, V.1.1)	10 min
Overview of Content	<ul style="list-style-type: none"><li>The lecturer welcomes participants (trainees) and emphasizes that this module is developed in the framework of the WIFI project.(2 min)</li><li>S/he announces the objectives of this activity, as described in slide 5 of the “Technical roles by WIFI” <a href="#">course support.pptx</a> (2 min)</li><li>The primary learning outcomes are introduced by the lecturer with the help of slides 6 to 9 of the “Technical roles by WIFI” <a href="#">course support.pptx</a> (4 min)</li><li>The lecturer encourages the participants to address any questions regarding the objectives and learning outcomes of the course</li></ul>			
Content delivery methods				
Lecture				
Didactic Materials Required )				
video projector projecting the “Technical roles by WIFI” <a href="#">course support.pptx</a> slides 1-9				
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)				

<b>A1.3</b>	<i><b>Why you are here</b></i>	Face-to-face	<b>K.1.1.</b> (S.1.1 , A.1.1 , V1.1. ) <b>K.2.1.</b> (S.2.1. , A.2.1. , V.2.1. ) <b>K.3.1.</b> (S.3.1. , A.3.1. , V.3.1. )	10 min
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>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).</li> <li>The tutor encourages 3 participation of 3 volunteers <b>(1 min.)</b></li> <li>S/He asks one of the 3 questions in slide 10 of the “Technical roles by WIFI” <a href="#">course support.pptx</a> for each volunteer:</li> </ul>			



	<ul style="list-style-type: none"> <li>○ How many women DOP do you know of?</li> <li>○ Name 1 creative teaching game that can be performed online.</li> <li>○ Name three technical roles held by women on set. (1 min.)</li> <li>● The tutor and the participants listen to the answers (4 min.)</li> <li>● The tutor enters imdb online and searches for a film looking for the credits of technical roles held by women (2 min.)</li> <li>● The tutor discusses the outcomes of this activity (2 min.)</li> </ul>
<b>Content delivery methods</b> (lecture, discussions, research, group work, WIFI Case Study Library, etc.)	
Lecture Discussion/debate OnLine search Individual work	
<b>Didactic Materials Required</b>	
-video projector projecting slide 10 of the "ACTION by WIFI" <a href="#">course support</a> .pptx -internet access to the <a href="http://wifilmmooc.eu">wifilmmooc.eu</a> , any other online learning platform and the imdb platform	
<b>Assessment method</b>	
By evaluating the task nr. 1 completed in the worksheet " "Technical roles by WIFI" <a href="#">course support</a> .pptx, slide 10	
<b>References</b>	
(please use APA Style)	
●	

A1.4	E-gaming	online	K.1.1. (S.1.1. , A.1.1. , V1.1. )	60 min
Overview of Content	<ul style="list-style-type: none"><li>● The tutor decides what interactive program to use (for example, jamboard)</li><li>● Through the play and the online interactivity, the tutor discusses with the participants the advantages and challenges in using interactive and online games for teaching and transferring the knowledge, specifically in learning about the women in the film industry.</li><li>● The tutor can use the WIFILM MOOC as a way to give examples</li></ul>			
Content delivery methods (lecture, discussions, research, group work, WIFI Case Study Library, etc.)				
lecture Discussions WIFILM MOOC ( <a href="http://wifilmmooc.eu/">http://wifilmmooc.eu/</a> )				
Didactic Materials Required				
Computer				
Assessment method				
Participants should be able to learn more about the women in the film industry through online games. The assessment can be tested by asking the participants to show how to use the WIFILM MOOC				



## References

(please use APA Style)

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A1.5	Let's get bureaucratic	face-to-face	K.1.1. (S.1.1. , A.1.1. , V1.1. )	40 min
Overview of Content	<ul style="list-style-type: none"><li>● The tutor should develop on these key points based on the online curriculum:<ul style="list-style-type: none"><li>○ Responsibilities and tasks of a camera operator and key grip.</li><li>○ Importance of equipment, including the financial aspect and the responsibility of handling the equipment</li></ul></li><li>● Then, the tutor can ask the participants to get into groups and ask them to discuss if the responsibilities and tasks change based on the gender.</li><li>● The tutor can use the WIFILM Case Study Library to show some roles and make it easier for the participants to identify any difference in regards to the gender.</li></ul>			
Content delivery methods (lecture, discussions, research, group work, WIFI Case Study Library, etc.)				
Group Work				
Lecture				
Discussions				
Didactic Materials Required				
WIFILM Case Study Library ( <a href="http://wifilmmooc.eu/">http://wifilmmooc.eu/</a> )				
Assessment method				
Participants should learn the procedures of someone with a technical role. For the assessment method questions can be done, giving multiple choice options.				
References				
(please use APA Style)				
<ul style="list-style-type: none"><li>●</li></ul>				

<b>A1.6</b>	<b>Skills and Team Power</b>	Face-to-Face	<b>K.1.1.</b> (S.1.1. , A.1.1. , V1.1. )	<b>40 min</b>
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>• The tutor revises all the documents from the ACT Curriculum in regards to the technical roles (<a href="http://wifilmmooc.eu/index.php/module-one/">http://wifilmmooc.eu/index.php/module-one/</a>). The tutor focuses on those topics: <ul style="list-style-type: none"> <li>○ What are the skills needed for a woman camera on set?</li> <li>○ Focus on organizational skills</li> <li>○ Tech role in the pre-production, production and post-production</li> <li>○ The power of the teamwork - discipline</li> </ul> </li> </ul>			



	<ul style="list-style-type: none"> <li>○ Aspects of having an inclusive team (cultural openness) in the women's tech - communication</li> <li>● Then, the tutor pairs all the participants and asks them, how would it look like if there was no cultural openness in the technical part of the film industry?"</li> <li>● All participants gather together and they brainstorm their ideas and thoughts. Afterwards, the tutor helps the participants to draw conclusions on the importance of cultural openness</li> </ul>
<b>Content delivery methods</b> (lecture, discussions, research, group work, WIFI Case Study Library, etc.)	
Discussions Lecture Group Discussion	
<b>Didactic Materials Required</b>	
WIFILM ACT Curriculum ( <a href="http://wifilmmooc.eu/index.php/module-one/">http://wifilmmooc.eu/index.php/module-one/</a> )	
<b>Assessment method</b>	
Participants should be able to learn the specific skills of a woman in the film industry and the importance of cultural openness. Evaluation can be done through the group discussions	
<b>References</b> (please use APA Style)	
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A1.7	Integration of creative means in an online environment	Face-to-face	K.2.1. (S.2.1. , A.2.1. , V.2.1. )	30 min
Overview of Content	<ul style="list-style-type: none"><li>● Participants can attend either online and/or in person.</li><li>● The tutor should start by asking the participants ‘How can creative means be part of the online activities?’</li><li>● Then, the tutor will ask the participants to suggest what are the advantages_of using creative means versus online lecturing. (10 min.)</li><li>● Then, the tutor encourages the participants to propose a face-to-face game and they work together to transpose it in an online environment. For example, how could a hot/cold game be transposed in an online environment: <i>On a zoom platform one of the participants (Sarah) hides an object in her room. She provides a video tour of her room guided by another participant (Maria). If Sarah gets closer to the spot where the object was hidden she will have to say hot. If she is far away she will have to say cold, guiding Maria to find where she hid the object. (5 min.)</i></li><li>● The participants chose one class face-to-face game and they worked together to transpose it in the online environment (15 min.)</li></ul>			
Content delivery methods				



Discussion Group work
<b>Didactic Materials Required</b>
<b>Assessment method</b>
The tutor should be able to use other skills to broaden the tools that he/she is using to accommodate other needs of the participant.
<b>References</b> (please use APA Style)

A1.8	Online creative teaching means	Online	K.2.1. (S.2.1. , A.2.1. , V.2.1. )	30 min
Overview of Content	<ul style="list-style-type: none"><li>• The tutor asks the participant to discuss what online creative means they used (if they did) during the pandemic times (10 min.)</li><li>• The tutor invites the participant to watch together the 4 minutes video as shown on slide 12 of the “Technical roles by WIFI” <a href="#">course support.pptx</a>, named ESL games (5 min.)</li><li>• Then, the tutor explains to the participants that the other two links provide the bamboozle game site and another video link with tools for online creative teaching games. (5 min.)</li><li>• The tutor and the participants discuss and propose other creative online games, trying to name some benefits of the online teaching (10 min.)</li></ul>			
Content delivery methods				
Lecture Individual work				
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
-video projector -access to the links provided in slide 12 of the “Technical roles by WIFI” <a href="#">course support.pptx</a> ,				
Assessment method				
Participants should get more familiar with online learning and discover ways to incorporatecreativity in their teaching/learning.				
References (please use APA Style)				
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<b>A1.9</b>	<b><i>Introduction to wifilm platform</i></b>	Face-to-face	<b>K.3.1</b> (S.3.1, A.3.1, V.3.1)	30 min
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer projects the wifilm site <a href="#">wifilmmooc.eu</a></li> <li>The lecturer introduces the participants to the <a href="#">wifilmmooc.eu</a> site. as guided in the “Technical roles by WIFI” <a href="#">course support.pptx</a> slides 13-21 (10 min.)</li> </ul>			



	<ul style="list-style-type: none"> <li>The lecturer encourages the participants to take the quiz on the site (task nr.4) <b>(10 min.)</b></li> <li>The lecturer and the participants discuss the test results <b>(10 min.)</b></li> </ul>
<b>Content delivery methods</b> (lecture, discussions, research, group work, WIFI Case Study Library, etc.)	
Lecture Discussion/debate Individual work	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
-video projector projecting slide 13-21 of the “Technical roles by WIFI” <a href="#">course support</a> .pptx -access to all links in <a href="http://wifilmmooc.eu">wifilmmooc.eu</a>	
<b>Assessment method</b>	
By evaluating the task nr 4.	
<b>References</b> (please use APA Style)	
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<b>A1.10</b>	<i><b>What are the creative roles:</b></i>	Face-to-face	K.3.1. K.3.2 K.3.3 K.3.4 K.3.5  S.3.1 S.3.2 S.3.3 S.3.4 S.3.5  A.3.1 A.3.2 A.3.3 A.3.4 A.3.5  V.3.1 V.3.2 V.3.3 V.3.4 V.3.5	30 min
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The tutor should use the link for the WIFILM MOOC (<a href="http://wifilmmooc.eu/index.php/camera-operator/">http://wifilmmooc.eu/index.php/camera-operator/</a> and <a href="http://wifilmmooc.eu/index.php/key-grip/">http://wifilmmooc.eu/index.php/key-grip/</a> ) to get all the information the pdf, the tips the video and the audio buttons. The tutor should focus on these key points: <ul style="list-style-type: none"> <li><b>Wear your glasses:</b> Requirements, responsibilities, and tasks of a camera operator and a key grip.</li> <li><b>Skills</b> needed to have a technical role in the film industry</li> </ul> </li> </ul>			





	<ul style="list-style-type: none"> <li>○ The dynamic of <b>women's technical roles in the film industry and other roles</b> → how does their role merge with other roles</li> </ul>
<b>Content delivery methods</b>	
Lecture	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
-video projector showing WIFILM MOOC- Technical Roles <a href="http://wifilmmooc.eu/index.php/camera-operator/">http://wifilmmooc.eu/index.php/camera-operator/</a> <a href="http://wifilmmooc.eu/index.php/key-grip/">http://wifilmmooc.eu/index.php/key-grip/</a>	
<b>Assessment method</b>	
Participants should be familiar with what is needed to get into a technical role	
<b>References</b> (please use APA Style)	
●	

A1.11	What does it look like to have a technical role?	Face-to-face	K.3.1 (S.3.1, A.3.1, V.3.1)	30 min
Overview of Content	<ul style="list-style-type: none"><li>• The tutor develops on these key points based on the online <a href="#">WIFILM curriculum</a>:<ul style="list-style-type: none"><li>○ Physical condition of a camera operator/key grip</li><li>○ continuous training for a camera operator/key grip</li><li>○ What is framing and shoot for a camera operator</li><li>○ Why is safety important in camera and light support for a key grip?</li></ul></li></ul>			
Content delivery methods (lecture, discussions, research, group work, WIFI Case Study Library, etc.)				
Lecture				
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
-video projector showing WIFILM MOOC- ACT Curriculum - Technical Roles <a href="http://wifilmmooc.eu/index.php/camera-operator/">http://wifilmmooc.eu/index.php/camera-operator/</a> <a href="http://wifilmmooc.eu/index.php/key-grip/">http://wifilmmooc.eu/index.php/key-grip/</a>				
Assessment method				
Participants should be able to understand what is needed to have a technical role and what it entails. Evaluate the answers to questions relevant to the content				
References (please use APA Style)				
<ul style="list-style-type: none"><li>•</li></ul>				

<b>A1.12</b>	<i><b>How to be a camera operator/key grip</b></i>	Face-to-face	<b>K.3.1.</b> (S.3.1., A.3.1., V.3.1.) <b>K.3.2.</b> (S.3.2., A.3.2., V.3.2.)	30 min
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			K.3.3. (S.3.3., A.3.3., V.3.3.)	
Overview of Content	<ul style="list-style-type: none"><li>• The tutor should develop on these key points based on the online curriculum:<ul style="list-style-type: none"><li>○ Steps to get in</li><li>○ How to present yourself</li><li>○ What are the barriers</li></ul></li></ul>			
Content delivery methods				
Lecture				
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
-video projector showing <a href="http://wifilmmooc.eu/index.php/module-one/">http://wifilmmooc.eu/index.php/module-one/</a>				
Assessment method				
Participants should understand what is needed to be a woman camera operator or key grip. Ask participants questions relevant to the material and evaluate based on their answers				
References (please use APA Style)				
<ul style="list-style-type: none"><li>•</li></ul>				

<b>ASSESSMENT</b>	<p><i>The tutor explains the assessment:</i></p> <p><i>The trainees are encouraged to create an online creative game for teaching the roles of a camera operator.</i></p>			30 min.
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# WIFI

Women in the Film Industry



CREATIVE EXCHANGE



CARDET  
CENTRE FOR THE ADVANCEMENT OF RESEARCH  
& DEVELOPMENT IN EDUCATIONAL TECHNOLOGY



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Y LA FORMACIÓN



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