Course Overview

- Course will take approximately 1 (one) hour to complete
- Upon successful completion participants will be awarded 1 (one) "how to train other adults" training hour
- Audience: Early Care and Education Trainers

Course Description
In this course, learners will gain a better understanding of what low-tech and free or low-cost options for creating videos are available to enhance professional development and increase retention.

Course Facilitator

If you have questions or need assistance completing the course, contact the course facilitator.

Bambi Cliffe

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Outcomes

Training Outcome

- Cite at least three ways to enhance professional development with video.
- Create a live streaming and/or on-demand video for use in professional development.

Workplace Outcome

Trainers will utilize live-stream or on-demand videos to enhance their Professional Development courses

Course at a Glance

	Lesson	Goals / Materials
1	Welcome	- Digital Nativity - Think Spot: Digital Native or Immigrant? - Dealing with Digital Natives - Think Spot: Information Overload

		• Quiz: Check Your Knowledge: Digital Natives

2	Live Video	• Online Video Services
		    • Think Spot: Video Services
		• Tips and Hints with Live Video
		    • Think Spot: Tips and Hints
		• Quiz: Check Your Knowledge: Live Video

3	On-Demand Video	• Services for Hosting Video
		    • Think Spot: Video Hosting
		• Tips & Hints for Recording Your Own Video Lecture
		    • Think Spot: Tips and Hints for Recording Yourself
		• Tips & Hints for Creating Example Videos
		    • Think Spot: Action Steps
		• Considerations when Posting Video
		• Quiz: Check Your Knowledge: On-Demand Video

4	Application Activity	• Application Activity: Incorporating Low-Tech and Easy Videos in your Professional Development
5	Next Steps in Completing the Course	• Course Evaluation • ECE_TRIS

Technology Requirements

- Participants must have access to some device to record video with. This could include a camera, cell phone camera, tablet camera, computer camera, or webcam. If you do not own such device, public libraries often have a computer with built-in camera you might be able to complete assignments with.

- Participants also must have an internet connection to complete and submit coursework. If you do not have internet access, public libraries often will provide free internet access.

Policies and Expectations

Special Accommodations:
Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Expectations:

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.

- Do not copy answers from anyone else. If identical responses are found you may be requested to redo work before being assigned credit for the course.

- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.

- Use the information in the course to grow and increase your professional development.

Digital Nativity

Digital Natives are

Digital Immigrants are

Why does digital nativity matter? Increasingly, we work with a younger generation who are already so connected.

- A_____is a natural extension of their person.
- Google has always been a_____.
- Information flows at an overwhelming rate:_____words per day – the length of an average novel
- The expectation for information to be digital and on demand is only increasing.
- _____% of all the data in the world has been generated over the last two years.
- Since you began this online training,___hours of content has been uploaded to YouTube.com

Source: Information Overload http://www.aiim.org/community/blogs/expert/Information-Overload

Live Video

- What it means to you:

- What it is:

- Examples: put a star beside the ones you could incorporate into your professional development
  - **Guest speaker** – Trainer in Henderson invites representative from Prevent Child Abuse Kentucky (in Lexington) to participate via Skype in a question and answer session as a wrap-up to a child abuse training.

- o **Follow up discussion** - Following a training on guidance, the trainer hosts a live discussionon WebEx giving participants an opportunity to share how they used specific guidance strategies and the results, as well as ask the trainer follow-up questions.
- o **Facilitate interviews** - A STARS Quality Coordinator introduces two directors, one who has been a Level 3 STAR for 9 years and another who will be submitting her STARS application in4 months. The SQC facilitates an interview using Google Hangout.
- o **Technical assistance** - An RTC consultant answers questions and gives feedback as preschool teacher uses Facetime to "show" the consultant the layout of her classroom andarrangement of each learning center.

Live Video Resources

- Duo: https://duo.google.com/about/
- Facebook Live: https://www.facebook.com/business/help/626637251511853
- Facetime: www.apple.com/ios/facetime
- Google Hangout: www.google.com/hangouts
- ooVoo: http://www.oovoo.com/
- Skype: www.skype.com
- Teams: https://support.microsoft.com/en-us/office/welcome-to-microsoft-teams-b98d533f-118e-_4bae-bf44-3df2470c2b12

TIP: Cnet.com is a website you can use to download software. This site contains the links directly to the download as well as reviews of software.
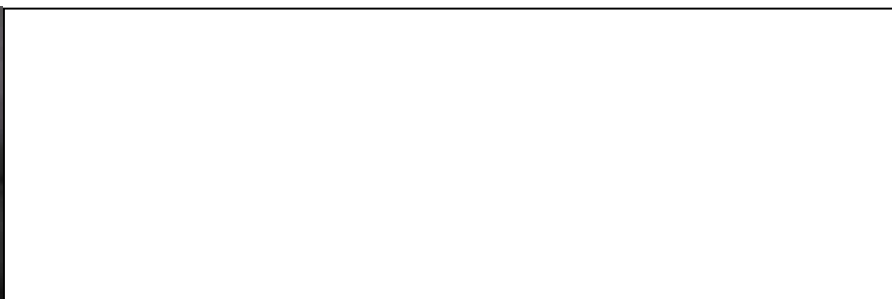
Lighting: Consider what is in your background

Microphone: Do a sound check beforehand, multiple open mics in a room

Headphones: Use headphones to reduce echo

Practice, Practice, Practice!

OnDemand Video

- What it means to you:

- What it is:

- Examples: put a star beside the ones you could incorporate into your professional development
    - **Training Videos** - After obtaining necessary permissions, trainer videotapes a high qualityclassroom and creates her own "ECERS Best Practices" videos to use in training.
    - **Technical assistance**
        - Preschool teacher videotapes herself as she uses dialogic reading during story time. She uploads video to ThreeRing and sends to trainer. Then, the trainer and teacher discuss over the phone the dialogic reading experience.

        - Trainer asks her Training Coordinator for feedback. She films her introductory and closing activities during an orientation training. She uploads the video to YouTube and she and her Training Coordinator review the video together.

        - During a technical assistance visit, an RTC Consultant uses her iPad to access videos/photographs stored in DropBox to show the teacher how another preschool program set up gross motor stations in a gym.

    - **Pre-assignments** - Trainer finds a video on TeacherTube or Vimeo that provides introductoryinformation on training topic; emails link to participants as pre-assignment.
    - **In-class assignments** - Trainer gives participants an in-class assignment that includeswatching a specific YouTube video on their mobile devices (during the training).

Sharing Options

Who can watch this video?

- ⦿ Anyone – Allow anyone to see this video
- ○ Only me – Make this video visible to me and no one else
- ○ Only people I follow – Make my videos visible only to people I follow on Vimeo
- ○ Only people I choose – I'll select people with whom I want to share this video
- ○ Only people with a password – Protect this video with a password
- ○ Hide this video from Vimeo.com – I want to post this video on the web but don't want it to be available on

Vimeo.com. (This will hide your video on Vimeo.com and remove it from public Albums, Channels, and Groups.)

FET 211: Beyond Fundamentals Tech for Trainers:
Incorporating Low-Tech and Easy videos in your Professional Development.

Considerations

	YouTube	TeacherTube	Vimeo	ThreeRing
Unique Advantages				
Disadvantages				

Videotaping Yourself

YouTube: Go to Upload > Webcam Capture

Open webcam software > find record option

Tips for making your own video: http://bit.ly/1hzPvZe

Watch lighting, microphone close but not too loud, look up – not down at camera

On Demand Video Resources

YouTube
    Free account: www.youtube.com (sign in with google account)
    Instructions: https://support.google.com/
Vimeo
    Free account: www.vimeo.com Instructions:
    https://vimeo.com/help
TeacherTube
    Free account: www.teachertube.com
    Instructions: https://wiki.itap.purdue.edu/display/INSITE/TeacherTube

Beyond Fundamentals

Video Apps

Video apps allow you to edit videos.

Example: A trainer videotaped her entire training session. Then using YouTube Capture, she cut just the segment she wanted feedback on. She then uploaded the clip directly to YouTube and sent the link to her Training Coach for feedback.

- Invideo: https://invideo.io/make/video-maker-for-youtube/
- Imovie: https://www.videowinsoft.com/imovie-movie-maker-mac.html?gclid=EAIaIQobChMIiditxb3j9AIV3xfUAR3jFQWzEAAYAiAAEgL89fD_BwE
- Microsoft Movie Maker: https://windows.microsoft.com/en-us/windows-live/essentials.
- Vimeo: https://vimeo.com/create/video-maker-online?vcid=37797&utm_medium=cpc&utm_source=google&gclid=EAIaIQobChMI19TM0bzj9AIVxBXUAR00RwUqEAAYASAAEg
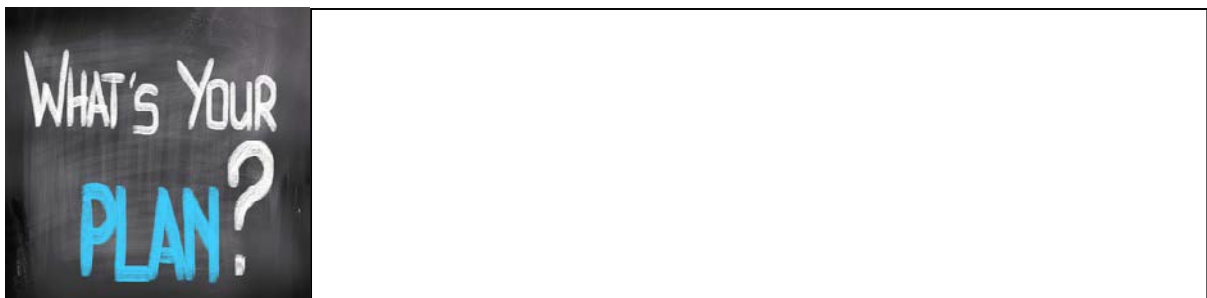
High quality vs. low quality – no difference! Emerging research indicates higher quality video does not result in higher learning. Focus should be on the*practice*.

Short vs. long videos – turns out, the shorter the better! Again, focus in on the *practice* and give opportunities to watch the same video multiple times.

Considerations

Security and Privacy

Sample Permissions Form – modified from the University of Kentucky form – can be found on the last page of the handou

WHAT'S YOUR PLAN?

Credit will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

General Authorization of Use

I (print full name)_____hereby grant permission to
_____ to interview, photograph and/or videotape me, or my minor child, and/or to supervise any others who may do the interview, photography and/or videotaping and/or to use and/or permit others to use information for educational and promotional activities for the following without compensation:

- Training Videos
- Electronic publishing
- Social media initiatives
- Promotion and Advertisement
- Local/regional/national news media
- ☐

Signature_____Date _____

Name and mailing address (please print)

Name_____

Address_____

Email_____

Phone _____

If the individual to be interviewed/photographed/videotaped is under the age of 18, please indicateyour relationship or authority to consent: _____

Signature of Parent or Guardian_____   Date _____