

IO1 – Digital and Social Media Production and Management Curriculum

Trainer Handbook for Audio Production Modules

Developed by JKPeV

May 2019

Past-Times

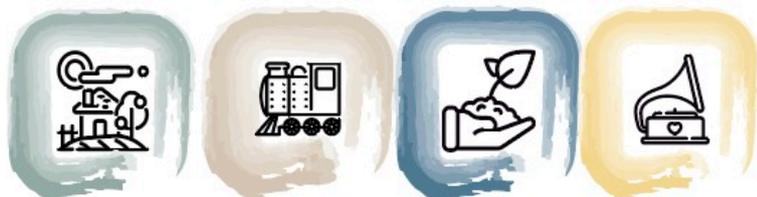


Table of Contents

Introduction to the Trainer Handbook for Audio Production	2
Delivering Training in Audio Production	2
Notes for the Trainer	3
The Dos and Don'ts of Delivering this Training Programme	3
Overview of Audio Production Modules	4
Learning Outcomes	5
Module Descriptors	5
Module 1 – Introduction to Audio Production	5
Module 2 – Audio Production and Post-Production	6
Lesson Plans: Module 1 – Introduction to Audio Production	6
Lesson Plans: Module 2 – Audio and Post-production	12



Introduction to the Trainer Handbook for Audio Production

The Trainer Handbook is designed to act as a guide for trainers delivering the Audio production modules of the PAST-TIMES Digital and Social Media Production and Management Curriculum (IO1), developed as a core output of the PAST-TIMES project. This handbook is designed to actively involve the participants in the learning process. It is a key intellectual output of the PAST-TIMES: Stories, Tales and Customs to Raise Intercultural Awareness project; funded through the Erasmus+ Programme.

The Trainer Handbook comprises the following elements:

- Overview and introduction to the modules on Audio production
- Advice and guidance for trainers delivering this content
- Lesson plans for delivering the face-to-face workshops

Delivering Training in Audio Production

This Trainer Handbook presents the face-to-face learning content of the curriculum modules on Audio production, which is to be delivered through a series of practical, hands-on workshops.

These modules have been designed to be delivered to migrant learners who would like to develop their Audio production skills to support them in recording oral histories. From here on in this handbook, these migrant learners will be referred to as “participants”.

The face-to-face content for the two modules on Audio Production is presented as 10-hours of learning, in the following modules and units:

- Module 1 – Introduction to Video Production – 5 hours
 - Unit 1 – Understanding the history and importance of audio recordings
 - Unit 2 – Equipment and Pre-production
- Module 2 – Video Production and Post-Production – 5 hours
 - Unit 1 – Video Production Practice
 - Unit 3 – Post-production

This face-to-face content is supported by self-directed learning material, which is accessible through the PAST-TIMES e-learning portal, available at: <https://past-times.eu>. The self-directed learning material comprises of digital resources to support the participants in planning, producing and editing their audio projects. As part of their self-directed learning, participants are encouraged to work as part of a team to produce and edit their audio projects outside of the classroom, if additional time is required. All self-directed learning material has been designed and developed to support the delivery of the PAST-TIMES Digital and Social Media Production and Management Curriculum.

Notes for the Trainer

- These modules are designed to provide flexibility in planning, conducting and evaluating the training programme.
- The learning content includes Digital (Video & Audio) and Social Media Production and Management Curriculum which can be downloaded here: <https://past-times.eu>.
- The units can be independently used as well as lengthened or shortened depending on the level of experience and expertise of the participants.
- The topics of the face-to-face training are based on the practical elements of using available technologies to produce audio and digital media content. Regarding the theoretical learning content, some of these topics are only touched on in the face-to-face training, whereas the online learning delves into the topics giving the participants the possibility to take their time and focus individually on them depending on their level of experience and knowledge.
- Upon the completion of this training, it is aimed that the participants will become confident and competent in using digital media skills to audiovisually record and promote oral history on social media. As such, the trainer should involve all participants in the face-to-face workshops, encourage active participation and be ready to adapt the material, if additional time is needed, to the learning needs of the participants giving focus on the technical elements of the training.
- Before the workshop starts, all phones of the participants (including yours!) should be turned off and participants should be asked to put a name label on their desks/person.

The Dos and Don'ts of Delivering this Training Programme

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

Dos:

- Get prepared in advance!
- Involve the participants and encourage participation
- Use visual aids and refer to <https://past-times.eu> for additional self-directed learning resources
- Speak clearly and connect the one topic to the next
- Use logical sequencing of topics
- Encourage questions and provide feedback
- Summarise and recap at the end of each session
- Use good time management

- Be aware of the participants' body language
- When you present, focus on the participants' eyes
- Keep the group focused on the task
- Evaluate after each session!

Don'ts:

- Don't turn your back on the participants while presenting
- Don't block the visual aids
- Don't avoid eye contact!
- Don't stand on one spot--move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)

Overview of Audio Production Modules

These modules have been designed to be delivered in a face-to-face format, over 10 contact hours. A further 5-hour additional training is allocated as self-directed, and participants are encouraged to use this time to complete their audio production projects. In addition, a further 5-hours self-directed learning is available through the PAST-TIMES e-learning portal. This material is comprised of digital resources to support their learning about audio production techniques using available media and additional instruction on audio recording.

The face-to-face training is divided into four units that comprise two modules as follows:

1. Module 1 – Understanding the history and importance of audio recording – 2 hours

○ **Unit 1 – Audio Production Theory**

Achieving high quality for low cost

Roles involved in audio production

○ **Unit 2 – Equipment and Pre-production**

Equipment we need to make an audio recording.

(Getting to know the audio production equipment)

Pre-Production of audio recording - Steps that are needed to be taken before we do audio recording.

2. Module 2 – Planning and Executing an audio interview – 8 hours

○ **Unit 1 – Audio Production Practice**

Hands on training in audio production, Editing techniques and practice.

○ **Unit 2 – Post-production**

Share and distribute audio material. (Platforms for sharing audio material)

Learning Outcomes

Upon the completion of this training course, participants should be able to answer correctly the following questions:

1. What is sound?
2. How does technology impact on the way we listen to sounds?
3. Is audio more important than video?
4. What do we need to record audio?
5. Is smartphone capable of operating as an accepted audio recording device?
6. Can we improve the quality of our audio material and how?
7. What are the advantages of audio content in comparison to other forms of media communication (the power of sound)?
8. Which equipment and tools to use to assure audio quality?
9. What are the crucial steps that are needed to be taken to have a suitable environment for audio recording interviews?
10. Which are the most common techniques for audio post-production? Getting to know the basics of audio editing and recognising the differences between open sources and professional software.
11. What platforms can be used to distribute and promote audio content?

Lesson plans are developed in line with Kolb's theories of experiential learning. Participants perform exercises aimed at reflecting upon their knowledge, perceptions and experiences. Following group feedback and discussion, factual information is offered, allowing informed reflection and reassessment where pertinent.

Module Descriptors

This section briefly outlines the indicative content to be covered under each module on audio production.

Module 1 – Introduction to Audio Production

- Participants will be introduced to the basic history and fun facts about audio recording history and tools of audio production. They will be shown low cost or readily available resources that can be used to achieve high production standards.
- Participants will be taken through the theory of digital sound recording, the various professional equipment and low budget available equipment.
- Participants will be introduced to the different techniques involved in audio production and will be invited to implement the process of planning and producing their short audio project.

Module 2 – Audio Production and Post-Production

- Building upon the theory gleaned through Module 1, participants will bring their knowledge to bear on creating audio content. These may be individual or team projects.
- Projects will be recorded using low cost or readily available resources.
- These projects will be produced in such a way that they have options in the post production process for dissemination through a variety of different platforms – including the social media platforms.
- If it is not possible to produce a sample of their oral history project, participants will work in groups to produce oral history projects. The aim of this unit is to give participants the opportunity to practice recording audio on their available devices, preferably their smartphones.
- Participants will then edit their projects in one or more formats, as required by the dissemination routes they have decided upon.
- Participants will make use of open source audio post production software in this unit.

Lesson Plans: Module 1 – Introduction to Audio Production

Time allotted: 5 hours

Learning outcomes

This unit will instruct participants on:

1. What is sound and what we need for recording sound.
2. Production equipment and improvisation tips.

Lesson Plan

Unit 1 – Audio Production Theory			
Duration: 2h			
Content and Method	Minutes	Materials	Assessment & Evaluation
<u>Welcome and introductions</u> <ul style="list-style-type: none"> ● The trainer opens the workshop by introducing the aims of this module and introducing him/herself to the group (if a 	<u>10</u>	Room with chairs arranged in a semi-circle	<ul style="list-style-type: none"> ● Participants engage in the introductory activity and get to know each other.

<p>digital media trainer delivers the workshop).</p> <ul style="list-style-type: none"> • Going around the group of participants, the trainer asks everyone to: <ul style="list-style-type: none"> • Say their name, • Express their motivation for taking part in this training, • Share any experience they have of audio production. 			
<p><u>1.What is sound?</u></p> <ul style="list-style-type: none"> • Using a flipchart to record keywords from the group, the trainer asks all participants to elaborate what sound or audio means or what the definition of sound is in their words (Noise, talking sounds, vibration, etc.) • When they have exhausted their ideas, the trainer presents a set of PowerPoint slides to explain a more detailed definition of what sound is. • Is audio more important than video? The trainer asks all participants to share their opinion on this question. After they have exhausted their ideas, the trainer presents a set of PowerPoint slides with video examples of bad audio and vice versa. 	<p><u>30</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Flipchart and marker</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p>	<ul style="list-style-type: none"> • General understanding of audio in form of interactive discussion by the group and the Tutor.
<p><u>Pre-Production, Why and what we need for a quality audio recording.</u></p>	<p><u>40</u></p>	<p>Training room with space for</p>	<ul style="list-style-type: none"> • Understanding of this element is demonstrated by the

<ul style="list-style-type: none"> ● Using PowerPoint slides, the trainer outlines the production equipment used in audio production – Different types of microphones, audio recorders, headphones and accessories etc. ● After each production tool is introduced, a cheap, free or readily available alternative is then shown. ● For example, a microphone on a boom pole can be replaced by a smartphone with a digital audio recording app in ‘flight mode’ clamped at the end of a telescopic ‘selfie stick’. ● The participants at this session, are provided with a PowerPoint of software alternatives for audio recording and proceed in downloading and installing it for using it later on. 		<p>break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p> <p>At least one example of each of the production tool ‘hacks’ necessary to ensure that at least one fully equipped team can operate.</p>	<p>successful assembly of video production kit</p>
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> ● In the last few minutes of the session, the trainer brings all participants together and leads a short verbal feedback to ascertain how they find the equipment and software, if they have encountered any difficulty 	<p><u>10</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for</p>	<ul style="list-style-type: none"> ● Assessment is made through the practical application of the information provided in the following modules.

<p>so far and if they have any open questions.</p> <ul style="list-style-type: none"> Once all questions are answered, the trainer can close the workshop. 		<p>recording group feedback</p>	
Total Time for the Unit:		01:30 hours	

Lesson Plan

Unit 2: Equipment and Pre-production			
Duration: 3h			
Content and Method	Minutes	Materials	Assessment & Evaluation
<p><u>Welcome and re-cap</u></p> <ul style="list-style-type: none"> The trainer opens the workshop by welcoming all participants and asking if they have any questions regarding their participation in the audio production presentations covered in unit 1. Once all questions are addressed, the trainer can introduce the programme of this workshop. 	<u>10</u>	<p>Room with chairs arranged in a semi-circle</p>	<ul style="list-style-type: none"> Participants are encouraged to ask questions and contribute to the group discussion.
<p><u>Equipment</u></p> <ul style="list-style-type: none"> By using the PowerPoint slides, the trainer takes the group through the various setups of interviews and audio recording situations for example interview with two people where there is one microphone in the middle etc. 	<u>120</u>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking</p>	<ul style="list-style-type: none"> Assessment follows through the practical application of the information acquired in the following modules.

<ul style="list-style-type: none"> • Through this presentation participants have the possibility to see options and techniques used in different situations with different microphones as well as the limitations of the equipment used. • Using online examples and different microphones, the trainer demonstrates the differences in the sound quality in different environments and situations. • Using offline examples, the trainer asks for volunteers to record short examples of audio recording with two or more microphones and play back the results, so that the differences can be shown. • The trainer shows learners some tips and tricks and what to avoid so that they don't put in jeopardy the quality of the audio content. • Teams are then given 15-20 minutes to try out some of the equipment provided by the tutors and try their smartphones' audio quality. • After this activity, the group can provide feedback to the trainer on how they found this activity and if they have any further questions regarding the audio equipment and the software they tested. 		<p>material for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p> <p>Access to video examples</p> <p>Flipchart and marker for recording test feedback</p>	
<p><u>Audio Recording Tips</u></p> <ul style="list-style-type: none"> • Using PowerPoint slides, the trainer takes the participants through the various rules, tips and 	<p><u>30</u></p>	<p>Training room with space for</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned

<p>methods involved in audio interview recording.</p> <ul style="list-style-type: none"> • The trainer first explains these aspects for traditional audio session recording, and then gives examples of how these techniques can be replicated using accessible technologies such as, cheap headphones microphone, cheap lavalier microphones, smartphones. • The teams are given 10-15 minutes to practice recording sound using this method and will provide feedback to the group on how they found this method and if they experienced any problems. 		<p>break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p>	<p>here in the later modules.</p>
<p><u>Pre-Production</u></p> <ul style="list-style-type: none"> • The teams have to make plans and preparations for recording their audio content. • They should decide upon such questions as appropriate length of audio session, locations, equipment, research questions, etc. 	<p><u>30</u></p>	<p>Pens and note-taking materials for all teams.</p>	<ul style="list-style-type: none"> • Teams collaborate to develop a 'shooting plan' for their projects.
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> • Participants engage in group feedback using the 3-2-1 method, where they share 3 things they have learned, 2 things that they would like to learn more about and 1 question that they still have from the workshop. 	<p><u>20</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for recording</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.

		group feedback	
Total Time of Unit:		03:30 hours	

Lesson Plans: Module 2 – Audio and Post-production

Time allotted: 10 hours (5 hours of workshop-based instruction and 5 hours (approx.) of practical application for production and post-production to be completed as self-directed learning as appropriate)

Face-to-Face Workshop – Production content options

Time allotted: 5 hours

Learning outcomes

This module will instruct participants on:

1. the various audio-visual options available to tell a story
2. the practical steps of preparation to record content
3. creating digital media content
4. working as a team
5. basic principles of audio editing
6. practical experience on editing audio projects

Lesson Plan

Unit 1: Video Production Practice			
Duration: 2:30h			
Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Workshop Opening</u> <ul style="list-style-type: none"> ● The trainer welcomes all participants to the workshop and introduces the programme of this unit. ● The trainer answers any open questions which 	<u>10</u>	Training room with space for break-out sessions Flipchart and marker	<ul style="list-style-type: none"> ● Participants are encouraged to ask questions and contribute to the group discussion.

<p>participants might have from the previous module.</p>			
<p><u>Pre-Production of the audio content</u></p> <ul style="list-style-type: none"> The trainer divides all participants into 4 groups and encourages them to sit in to groups in a circle formation and discuss with each other so that they can come up with a plan to record an interview based on the options that the facility provides and the available equipment. (There will be 4 groups with 4 different kinds of equipment for recording audio, lavalier mics, Shotgun mic, zoom recorder, Smartphones.) <p>The trainer then distributes audio equipment to each team.</p> <ul style="list-style-type: none"> The trainer makes sure that every group has a plan and found a space for their audio recording. 	<p><u>30</u></p>	<p>Flipchart</p> <p>Marker</p> <p>PC/ Laptop</p> <p>Projector</p> <p>Speakers</p> <p>(audio recording equipment)</p> <p>Microphones</p>	<ul style="list-style-type: none"> All teams will produce a short audio interview for their oral history project.
<p><u>Production Practice</u></p> <ul style="list-style-type: none"> The teams set-up and practice recording their oral history audio project, guided by their audio session plan. The role of the trainer in this phase is to provide support from the materials covered thus far. In addition, the trainer can take the position of 'First Assistant Director', reminding the team of the agreed schedule so that, 	<p><u>90</u></p>	<p>Digital media content production equipment identified previously for all teams</p>	<ul style="list-style-type: none"> Through this simple audio recording activity, participants get to practice different techniques and use equipment for recording an interview and understanding the process of the audio recording in a team and the challenges they face in their recording sessions.

<p>while the diverse nature of the content requires a degree of flexibility, the overall exercise can be completed within the allotted time frame.</p> <ul style="list-style-type: none"> • The trainer should ensure that all permissions and legal requirements are respected during the creation process and that health and safety is taken into full account. • Each team is given freedom in terms of location and subject, to produce their audio interview projects. 			<ul style="list-style-type: none"> • Working in their groups, participants develop team roles and conduct 3-minute audio interviews; one person asking questions and the second one answering them. The trainer should be available to support the teams.
<p><u>Wrap-up</u></p> <ul style="list-style-type: none"> • In the last few minutes of the workshop, the trainer brings the whole group together and starts the session by asking the groups to present their raw audio material and discuss the challenges and difficulties they faced regarding the audio material they recorded and what they think about their equipment. What they would like to improve about their audio material. The trainer should take notes on the flip chart while each group is sharing their feedback, paying attention to what is needed to be improved regarding the audio material. • Once all questions are answered, the trainer can ask all participants to return the 	<p><u>20</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> • Assessment will be through the practical application of the information learned here in the later modules.

equipment and download the files using the trainer's laptop. After this activity is done, the trainer can close the workshop.			
Total Time of Unit:	2 hours and 30 minutes		

Lesson Plan

Unit 2: Post-Production / Sharing Audio content platforms			
Duration: 2:30h			
Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Workshop Opening</u> <ul style="list-style-type: none"> The trainer welcomes all participants to the workshop and introduces the content for this unit. 	<u>10</u>	Training room with space for break-out sessions	<ul style="list-style-type: none"> Participants are encouraged to ask any questions and contribute to the group discussion.
<u>Audio editing / Post-Production</u> <ul style="list-style-type: none"> Using a slide presentation, the trainer takes the participants through the audio post-production principles and the most common used effects and techniques. Samples of content are shown with and without the effects to illustrate the effect and, again, the group discusses this. In the next part of the workshop, every effect and technique shall be explained in detail. The trainer should show 	<u>40</u>	Training room with space for break-out sessions Pens and note-taking materials for teams Projector, screen and laptop	<ul style="list-style-type: none"> Participants take notes to support their learning.

<p>to the participants how to find the effects and techniques in different software programmes.</p>		<p>Slide presentation</p>	
<p><u>Audio Editing Practice</u></p> <ul style="list-style-type: none"> • The trainer invites all teams to download a copy of the Audacity audio editing software and for phone and tablet users to download Lexis Audio Editor. • The software programmes can be downloaded by clicking on the following links: http://www.audacityteam.org/ • Mac/IOS https://itunes.apple.com/us/app/lexis-audio-editor/id1259401721?mt=8 • Android Users https://play.google.com/store/apps/details?id=com.pamsys.lexis-audioeditor&hl=en_US • The trainer shows to the participants the basic audio editing programme using Audacity and Lexis software programme, which are free and uncomplicated to use. • Using the first of the tutorials available on the Audacity website (http://manual.audacityteam.org/man/tutorial_editing_an_existing_file.html) • and lexis website http://www.lexisaudioeditor.com/tutorial-overview-android/ 	<p><u>40</u></p>	<p>Each team must have access to a laptop or Smartphone/ Tablet and download for free the Audacity software programme and the respective online manual to complete this unit</p> <p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	<ul style="list-style-type: none"> • Participants do basic audio editing using the open-source software programmes. • As part of their self-directed learning, each team should complete the editing of their audio files.

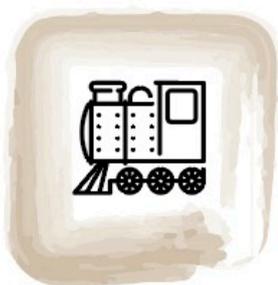
<p>participants follow the basics steps of audio editing.</p> <ul style="list-style-type: none"> ● The trainer then shares a short tutorial video (accessible through the Past-Times e-learning portal) on how to use Audacity and lexis audio editing programmes so that they can replicate the steps in their teams to edit the audio correctly. ● The trainer provides a guide book containing step-by-step instructions on how to proceed to the post-production of their audio material, by using the open source post-production software programme, the participants are asked go back to their groups where they were part of in the audio interview recording, and they shall be given 40 minutes to complete the audio editing and provide the final material. ● After every group has finished with the audio editing, the trainer asks the groups to present their final material one by one and talk about the effects and techniques they used, to finalize the audio material's post-production. 			
<p><u>Platforms to share and distribute audio material.</u></p> <ul style="list-style-type: none"> ● The trainer presents a power-point slide with information about the platforms used and the 	<p><u>40</u></p>	<p>Training room with space for break-out sessions</p>	<p>.</p>

<p>advantages and disadvantages of the mentioned platforms as a medium for promoting audio material.</p>		<p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	
<p><u>Wrap-up</u></p> <ul style="list-style-type: none"> ● In the last few minutes of the session, the trainer brings all participants together. ● All participants receive 3 cards and are asked to write down, what aspects of these two modules on audio production they would like to take with them, which they are undecided about and which they are not going to use at all (if applicable). ● The trainer then places either a symbol of a suitcase, a letter tray and a bin in the middle of the room or the items itself. ● Participants are then asked to take their 3 pieces of card and state: <ul style="list-style-type: none"> ○ What aspects will they take with them in a suitcase, because they will support them in their oral history projects? ○ What will they place in the letter tray, because they feel unsure about it? 	<p><u>15</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Suitcase/ letter tray/bin or a picture of these items;</p> <p>Cards (if possible, in 3 different colours);</p> <p>Pens;</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> ● Assessment should be made through the practical application of the information acquired in the following modules.

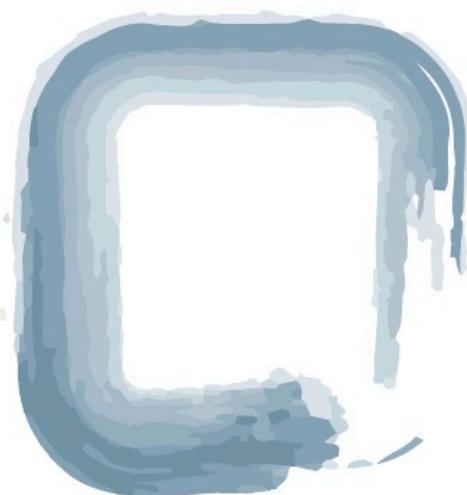
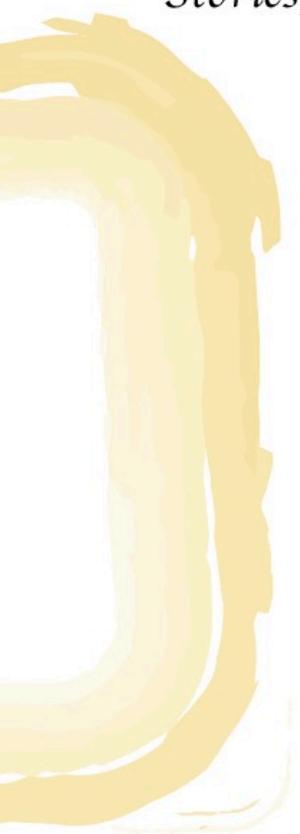
<ul style="list-style-type: none">○ What will they throw into the bin, because they didn't find it so helpful?● The trainer then leads a short discussion in order to receive feedback from the group.● Once all questions are answered, the trainer can close the workshop.			
Total Time of Unit:		2 hours	



PAST-TIMES



Stories, Tales and Customs to Raise Intercultural Awareness



inn^oventum



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number:2018-1-FR01-KA204-047883