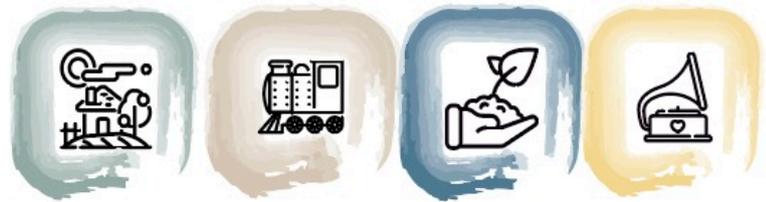
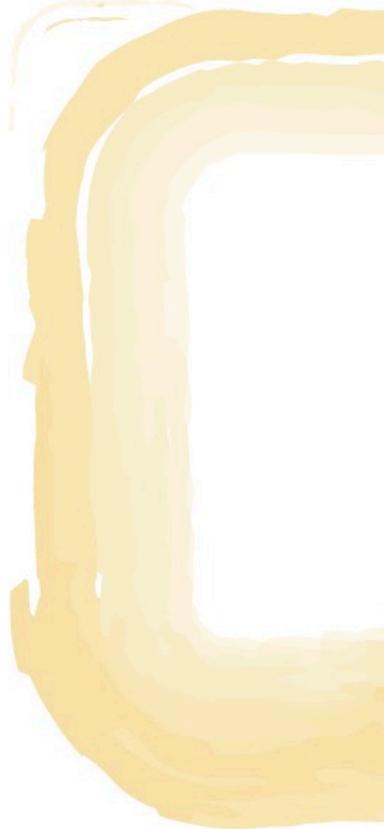


# IO1 – Digital and Social Media Production and Management Curriculum

## *Trainer Handbook for Digital & Social Media Management Modules*

Developed by INNEO



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## Introduction to the Trainer Handbook for Digital & Social Media Management

The Trainer Handbook is developed as a result of the Digital and Social Media Production and Management Curriculum (IO1) of the PAST-TIMES: Stories, Tales and Customs to Raise Intercultural Awareness project; funded through the Erasmus+ Programme. This handbook is created as a digital management and social media management skills guide for trainers to actively involve the participants in the learning process.

The Trainer Handbook include the following components:

- A general review and introduction of the digital management and social media management modules
- Advice and annotation for trainers delivering this content
- Lesson plans for online and face-to-face workshops

## Delivering Training in Digital & Social Media Management

This Trainer Handbook includes a series of practical, hands-on workshops based on the face-to-face learning content of the curriculum modules on Digital & Social Media Management.

These modules have been designed for migrant learners to develop their Digital & Social Media Management skills and support them in the learner process. 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 Digital & Social Media Management is presented as 10-hours of learning, in the following modules and units:

- Module 1 – A Social Media introduction and characteristic – 5 hours
  - Unit 1 – Know your tools and adjust them to your needs
  - Unit 2 – Content and security wise
- Module 2 – Content Creation and Self-Learning – 5 hours
  - Unit 1 – Create a good post
  - Unit 2 – Learn and benefit

This face-to-face content is supported by self-directed learning materials, which are accessible through the PAST-TIMES e-learning portal, available at: <https://past-times.eu>. The self-directed learning materials comprise digital resources to support the participants in managing, producing and editing appropriate content depending on their goals and purposes, as well as be encouraged to work as part of a team. All self-directed materials have 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.
- All of the content required for the delivery of the programme is contained within Digital and Social Media Production and Management Curriculum downloadable from <https://past-times.eu>.
- This is a flexible curriculum so the units can be used independently of each other and can also be lengthened or shortened depending on the level of experience and expertise of the participants.
- The topics in this face-to-face training are based on the practical elements of using available technologies to manage and create appropriate social media content. For theoretical content, some of these topics are only touched on in the training and then will be the subject of online learning for individual participants to undertake in their own time.
- It is important that on completion of this training, participants are confident and competent in using digital and social media managing skills to create posts depending on their goals and purposes on the most known platforms.
- The trainer should involve participants in the workshops, encourage participation and be ready to adapt the material if additional time is needed on some of the more technical elements of the training.
- Before each session, ask all phones are turned off during the workshop and ask them to put a name label on their desks.

## The Do's 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.

### Do's:

- Speak clearly
- Be aware of the participants' body language
- Prepare in advance
- Involve participants and encourage participation
- Keep the group focused on the task
- Use good time management
- Use logical sequencing of topics
- Encourage questions and provide feedback
- Summarise and recap at the end of each session

### Don'ts:

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot – move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)

## Overview of Digital & Social Media Management Modules

These modules have been developed to be delivered in a face-to-face format, over 10 contact hours. The modules contain the sessions, where participants will be encouraged to allocate this time to complete their management tasks and as self-directed learning. In addition, those part of self-directed learning is available through the PAST-TIMES e-learning portal. These materials include digital resources to support their learning about digital and social media management techniques using available media, additional instruction on platform usage and information and advice on analysing posts, protecting data and using resources.

The face-to-face training contain four units over two modules as follows:

- **Module 1 – A Social Media introduction and characteristic – 5 hours**
  - Unit 1 – Know your tools and adjust them to your needs
    - Social media recognising
    - Appropriate platform usage depending on goals and purposes
  - Unit 2 – Content and security wise
    - Dissemination Strategy
    - Rules of an appropriate content posting
    - Digital devices and social media security
- **Module 2 – Content Creation and Self-Learning – 5 hours**
  - Unit 1 – Create a good post
    - Practical analysing of content
    - Hands-on training in quality post creating
  - Unit 2 – Learn and benefit
    - Editing techniques and practice
    - Self-directed learning
    - Practical badges creation

## Learning Outcomes

On completion of this training course, participants should be able to:

1. create a good post
2. judge quality of posts
3. research and interpret usage of social media
4. choose appropriate and worthwhile social media for purposes (e.g. professional or private context)

5. apply knowledge about social media to own usage
6. practice worthwhile dissemination on social media
7. choose appropriate social media (platform) depending on goals and purposes
8. choose appropriate content to post on social media
9. analyze own media use and reflect on it
10. be aware of own media use and consciously adjust it (what, when, why)
11. apply data security knowledge to used digital devices and social media
12. support data security awareness by acting data minimizing and choose appropriate content to post on social media
13. utilise self-learning resources effectively to extend knowledge
14. gain badges and use them to promote earned knowledge and skill sets
15. value opportunities of self-learning resources and is motivated to use them to acquire or update skills
16. evaluate potentials and limitations of badges for personal and professional benefit

Lesson plans are developed to perform exercises aimed at reflecting upon participants knowledge, perceptions and experiences.

### Module Descriptors



A short review of each module on digital and social media management and content covered under them.

### Module 1 – A Social Media introduction and characteristic

- Participants will be introduced to the different most popular social media portals. They will be shown how to choose worthwhile social media which can be used to publish appropriate matching content.
- Participants will be taken through the theory of potentials and limitations of social media.
- Participants will be introduced to the different dissemination strategies and will be invited to apply their knowledge to find few examples of different post on few popular

platforms and evaluate them, making an assessment of the form and the content of chosen posts.

- Participants will then apply data security knowledge to check security settings on few popular social media portals.

## Module 2 – Content Creation and Self-Learning

- Building upon the theory gleaned through Module 1, participants will apply their knowledge to create appropriate posts on a different social media platforms, changing it in order to match the platform style/content and to observe the reaction of the audience.
- Participants will then try a self-directed learning on at least one chosen site depending to their interests/needs.
- As part of self-directed learning participants will apply the acquired knowledge and skills to create their own badge using BADU OpenBadges platform. The aim of this unit is to give participants the opportunity to practice creating value content on their own.

### Lesson Plans: Module 1 – A Social Media introduction and characteristic

Time allotted: 5 hours

#### Learning outcomes

This unit will instruct participants on:

1. security and dissemination strategy tips.
2. the key rules in social media management.

## Lesson Plan

Unit 1: Know your tools and adjust them to your needs			
Duration: 2h			
Content and Method	Minutes	Materials	Assessment & Evaluation
<p><u>Welcome and introductions</u></p> <ul style="list-style-type: none"> <li>The trainer begins the session by welcoming all participants to the training, introducing him/herself to the group and presenting an overview of today's session.</li> <li>Before introducing the PowerPoint slides, the trainer asks the participants what their motivations are for taking part in this training, what kind of social media platforms they know and/or use, and why they choose that specific platform/s.</li> </ul>	<p><u>20</u></p>	<p>Room with chairs arranged in a semi-circle</p>	<ul style="list-style-type: none"> <li>Participants will get to know each other, and will engage in the introductory activity</li> </ul>
<p><u>Most popular social media platforms</u></p> <ul style="list-style-type: none"> <li>The trainer talks about the importance of choosing appropriate and worthwhile social media for the purposes of the project.</li> <li>The trainer asks participants the following questions:               <ol style="list-style-type: none"> <li>What age group would choose Goldenline over Facebook? Facebook over Snapchat or Instagram? And so on.</li> <li>What is the difference between portals like Golden line or LinkedIn, and platforms like Facebook or Snapchat?</li> <li>What platforms should we choose if we aim to reach young people?</li> </ol> </li> </ul>	<p><u>40</u></p>	<p>Training room with chairs and desks</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p> <p>Flipchart and marker</p>	<ul style="list-style-type: none"> <li>Basic knowledge of the most popular media portals and understanding of who is using what and why depending on the professional or private context</li> </ul>

<p>4. What platforms should we choose if we aim to reach mostly adults?</p> <p>5. What platforms would assure best audio quality?</p> <p>6. Why using Snapchat is more appealing for young people than using LinkedIn or even Facebook?</p> <ul style="list-style-type: none"> <li>The trainer takes notes on the flip chart writing some key words based on the answers of the participants. These key words will be used later, in the workshop.</li> </ul> <p>When participants have exhausted their ideas, the trainer presents a set of PowerPoint slides, which include lists of important social media platforms, their main qualities, and examples of the differences they may have.</p>			
<p><u>Potentials and limitations of social media</u></p> <ul style="list-style-type: none"> <li>The trainer starts a discussion about how social media can affect the everyday lives of people.</li> <li>Each participant writes arguments/anti-arguments about the potentials and limitations of the various social media platforms.</li> <li>Based on the participants answers the trainer asks them to pick the most relevant arguments and based on them to write 5 rules for creating healthy use of social media.</li> </ul>	<p>50</p>	<p>Training room with chairs and desks</p> <p>Pens and note-taking materials for teams</p>	<ul style="list-style-type: none"> <li>Understanding of this element is demonstrated by the results of meaningful answers of participant</li> </ul>

<p>This will help participants to reflect on the way they use social media, to be related to the topic of the lesson and will provide them with the opportunity to express their personal opinion/perspective.</p>			
<p><u>Feedback collecting</u></p> <ul style="list-style-type: none"> <li>• The trainer thanks all participants for their active engagement in today's session.</li> <li>• Then invites all participants to share one sentence on what they think was really helpful/important of what they have learned/ discussed during the session.</li> <li>• Once all participants have shared their feedback, the trainer closes the session.</li> </ul>	<p><u>10</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"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><b>Total Time for Unit:</b></p>		<p><b>2 hours</b></p>	

### Lesson Plan

<p><b>Unit 2: Content and security wise</b></p>			
<p>Duration: 3h</p>			
<p><b>Content and Method</b></p>	<p><b>Minutes</b></p>	<p><b>Materials</b></p>	<p><b>Assessment &amp; Evaluation</b></p>
<p><u>Welcome and introduction</u></p> <ul style="list-style-type: none"> <li>• The workshop begins by welcoming all participants and by presenting an overview of today's programme.</li> </ul>	<p><u>10</u></p>	<p>Room with chairs arranged in a semi-circle</p>	<ul style="list-style-type: none"> <li>• Participants will engage in asking any open questions and contributing to the group discussion.</li> </ul>

<ul style="list-style-type: none"> <li>• Before introducing the PowerPoint slides, the trainer asks participants if they have any questions about the content of unit 1.</li> <li>• Once all questions are addressed, the trainer introduces the programme for today's workshop.</li> </ul>			
<p><u>Define your strategy</u></p> <ul style="list-style-type: none"> <li>• The PowerPoint presentation will help students with defining strategies of dissemination on social media platforms.</li> <li>• Students task will be to check out (using their computers), how the typical posts of most popular social platforms look like.</li> <li>• After having done a short research, the trainer asks the following questions:             <ul style="list-style-type: none"> <li>- Are typical post on that platform long or rather short?</li> <li>- Can you add photos or short video to your text?</li> <li>- Can you add text to your photos or short video?</li> <li>- Is it possible for your post to reach wide audience in short period of time?</li> </ul> </li> <li>• After a short discussion, trainer talks about the importance of choosing the appropriate social media platform depending on user's goals and objectives.</li> </ul>	<p><u>40</u></p>	<p>Training room with chairs and desks</p> <p>Projector, screen and laptop/PC</p> <p>PowerPoint slides</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<p><u>Spot a good post</u></p> <ul style="list-style-type: none"> <li>• The trainer will explain what it means to be content wise – how to choose the appropriate content to post on social media.</li> <li>• The trainer asks participants to name the characteristics of a good post and write down their answers on the flipchart. If there is a need, he/she can add some qualities by himself/herself.</li> <li>• After, participants will be asked to find few examples of different posts on few popular platforms and evaluate them, by assessing the form and the content of chosen posts.</li> </ul>	<p><u>60</u></p>	<p>Training room with chairs and desks</p> <p>Flipchart and marker for recording group feedback</p> <p>Laptop/PC</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><u>Stay safe on social media</u></p> <ul style="list-style-type: none"> <li>• The trainer asks participants how they can stay safe online collects two or three ideas and posts them on a flipchart or on the IWB.</li> <li>• The trainer explains the term of data security, giving participants tips on how to stay safe on social media and how to secure their data.</li> <li>• After that participants will be asked to check the security settings on a few popular social media platforms. If they don't have accounts, they will be asked to register for the purpose of the exercise.</li> </ul>	<p><u>60</u></p>	<p>Training room with chairs and desks</p> <p>Flipchart and marker for recording group feedback/IWB</p> <p>Laptop/PC</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><u>Feedback collecting</u></p> <ul style="list-style-type: none"> <li>• After this activity, participants provide verbal feedback to the</li> </ul>	<p><u>10</u></p>	<p>Training room with chairs</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the</li> </ul>

<p>trainer on how they found this activity, things they definitely use in their everyday life, things that they would like to learn more about, and if they have any further questions.</p> <ul style="list-style-type: none"> <li>Once all questions are answered, the trainer can close the workshop</li> </ul>		<p>arranged in a semi-circle</p>	<p>information learned here in the later modules.</p>
<p><b>Total Time of Unit:</b></p>		<p><b>3 hours</b></p>	

## Lesson Plans: Module 2 – Content Creation and Self-Learning

Time allotted: 5 hours of workshop-based instruction and practical application for creation to be completed as self-directed learning.

### Face-to-Face Workshop – Content creation options

Time allotted: 5 hours

#### Learning outcomes

This module will instruct participants on:

1. the practical steps in preparing to shoot content
2. creating digital media content
3. working as a team
4. practical experience of creating posts

## Lesson Plan

Unit 1: Create a good post			
Duration: 2h			
Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Welcoming and introducing of workshop programme</u></p> <ul style="list-style-type: none"> <li>The trainer begins the session by welcoming all participants of the training and presenting an overview of today's session.</li> </ul>	10	Training room with chairs and desks	<ul style="list-style-type: none"> <li>Participants will engage in asking any open questions and contributing to the group discussion.</li> </ul>
<p><u>Analyse posts content</u></p> <ul style="list-style-type: none"> <li>The trainer starts a point by asking a question to participants about what kinds of content they met on platforms. Ask participants for examples.</li> <li>Then the trainer divides participants by creating groups of 3-5 people and give them cards with some short messages and photos on it.</li> <li>As a task - Let students define harmful content and ask them write how they will avoid/report it.</li> <li>Meanwhile the trainer explains the facts using a certain example in PowerPoint presentation.</li> <li>The trainer collects answers from the participants and takes notes on the flip chart.</li> </ul>	40	<p>Training room with chairs and desks</p> <p>Pens and note-taking materials for teams</p> <p>Flipchart and marker for recording group feedback</p> <p>Projector, screen</p> <p>PowerPoint slides</p>	<ul style="list-style-type: none"> <li>All teams should ensure that content is successfully shot, complete and within timeframe.</li> </ul>

<p><u>Think before you post – Being content wise</u></p> <ul style="list-style-type: none"> <li>The trainer divides participants by forming groups of 3-5 people and provides them with copies of resource with different tasks, for example “Post a short video instructing people how they should behave on a job interview”, and asks them to choose on which platform they would post, where they would find the right audience/target group and what form of post they would develop.</li> </ul>	<p><u>60</u></p>	<p>Training room with chairs and desks</p> <p>Pens and note-taking materials for teams</p> <p>Laptop/PC</p>	<ul style="list-style-type: none"> <li>All teams should ensure that content is successfully shot, complete and within timeframe.</li> </ul>
<p><u>Feedback collecting</u></p> <ul style="list-style-type: none"> <li>Then, the trainer brings all participants back together and asks them to explain their choices. The trainer then leads a short verbal feedback with the group. Once all questions are answered, the trainer can close the workshop.</li> </ul>	<p><u>10</u></p>	<p>Training room with chairs arranged in a semi-circle</p>	<ul style="list-style-type: none"> <li>Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><b>Total Time of Unit:</b></p>		<p><b>2 hours</b></p>	

### Lesson Plan

<p align="center"><b>Unit 2: Learn and benefit</b></p> <p align="center">Duration: 3h</p>			
<p align="center"><b>Content and Method</b></p>	<p align="center"><b>Minutes</b></p>	<p align="center"><b>Materials</b></p>	<p align="center"><b>Assessment/ Evaluation</b></p>
<p><u>Welcome and introduction</u></p> <ul style="list-style-type: none"> <li>The workshop starts with welcoming all participants</li> </ul>	<p><u>10</u></p>	<p>Training room with chairs and desks</p>	<ul style="list-style-type: none"> <li>Participants ask open questions and contribute to the group discussion.</li> </ul>

<p>and presenting an overview of today's programme.</p> <ul style="list-style-type: none"> <li>• Before introducing the PowerPoint slides, the trainer asks participants if they have any open questions about unit 1 content.</li> <li>• Once all questions are addressed, the trainer can introduce the programme for workshop.</li> </ul>			
<p><u>Differences in media use</u></p> <ul style="list-style-type: none"> <li>• The trainer encourages the participants to create one post and to upload it on 3 different platforms by changing the style/content depending on the platform they use and to observe the reaction of the audience: <ul style="list-style-type: none"> <li>- Facebook (Use different style of writing),</li> <li>- Pinterest (Find a picture, write short message),</li> <li>- Instagram (Use picture filters, #hashtags),</li> </ul> </li> <li>• This task helps participants to understand how to wisely use the different social media platforms and consciously adjust the posts' content (what, when, why).</li> <li>• After publishing all posts the trainer conducts a discussion with following questions: <ol style="list-style-type: none"> <li>1.What are their conclusions?</li> </ol> </li> </ul>	<p><u>50</u></p>	<p>Training room with chairs and desks</p> <p>Laptop/PC</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> <li>• Participant should create a post and match content to platforms style.</li> </ul>

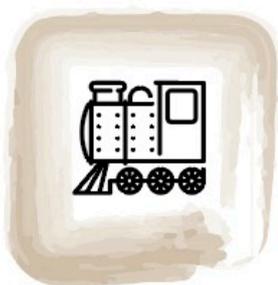
<p>2.How do they need to change the original post so as to adjust it to the different platforms?</p>			
<p><u>Using self-learning resources</u></p> <ul style="list-style-type: none"> <li>• The trainer defines the self-directed learning through the following points: <ul style="list-style-type: none"> <li>- What is self-directed learning?</li> <li>- Differences between Teacher’s directed vs. Self-directed learning.</li> <li>- Show some links to self-directed learning resources.</li> </ul> </li> <li>• Then, the trainer encourages participants to try work by themselves on chosen site: (TweenTribune, Scoop.it, Twiducate, Wikispaces Classroom, Edmodo, Blackboard, MinecraftEdu, Flickr, Sumdog).</li> <li>• Meanwhile, the trainer spends at least 5 min with each participant to help him/her to pick up the site according to his/her interests/needs.</li> <li>• At the end of session, the trainer asks students to share their results and asks them give a verbal feedback about things they like the most in the chosen site, things they don’t like, things they would like to change and why.</li> </ul>	<p><u>50</u></p>	<p>Training room with chairs and desks</p> <p>Each team must have access to a laptop or computer and free internet</p> <p>Pens and note-taking materials for teams</p>	<ul style="list-style-type: none"> <li>• As part of their self-directed learning, participant should learn to use at least one site.</li> </ul>
<p><u>BADU Open badges</u></p>	<p><u>60</u></p>	<p>Each group must have</p>	<ul style="list-style-type: none"> <li>• The participants reflect, evaluate and</li> </ul>

<ul style="list-style-type: none"> <li>• The trainer defines what BADU Open badges are and why they are a useful digital tool that validates the participants' competencies. The trainer uses a power point presentation about BADU Open Badges and shows a YouTube video which is about Open Badges (<a href="https://www.youtube.com/watch?v=HgLLq7ybDtc">https://www.youtube.com/watch?v=HgLLq7ybDtc</a> )</li> <li>• On the website of BADU Open Badges <a href="http://www.badge-badu.eu">www.badge-badu.eu</a> the following questions can be answered.             <ul style="list-style-type: none"> <li>- What do the BADU Open Badges represent?</li> <li>- How can a BADU Open Badge be earned?</li> <li>- What are the learning targets and performance requirements?</li> <li>- Who issues the BADU Open Badges?</li> <li>- How the partner organisations can register and award Badu Open Badges?</li> </ul> </li> <li>• Then trainer shows to the participants some examples of badges, using the power point presentation, to help them understand how Open Badges can be used in their future as a tangible and measurable proof of their achievements.</li> <li>• At the end of the workshop, a reflection and evaluation meeting takes place where the participants reflect and discuss with the trainer the competencies they have acquired through this workshop.</li> <li>• The trainer awards to each participant a BADU Open Badge that is related to the knowledge,</li> </ul>		<p>access to a laptop or computer and access to free internet</p> <p>Training room with chairs and desks</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides</p>	<p>share their feedback with the trainer as part of their assessment for completing these curriculum modules.</p>
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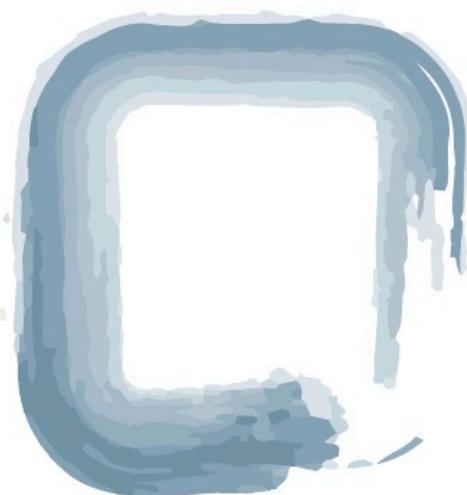
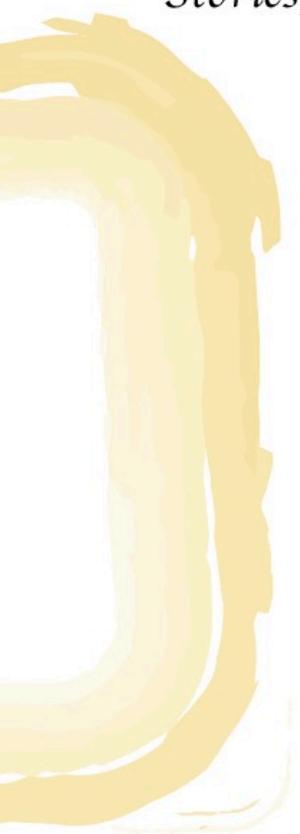
<p>skills and attitudes the participants have acquired through this workshop.</p>			
<p><u>Feedback collecting</u></p> <ul style="list-style-type: none"> <li>• The trainer thanks all participants for their active engagement in today’s session.</li> <li>• The trainer then invites all participants to engage in group feedback and to share one thing on what they have learned, what they thought was really helpful/opened their eyes from today’s session and what they would like to learn more about.</li> <li>• Once all participants have shared their feedback, the trainer closes the session.</li> </ul>	<p><u>10</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"> <li>• Reflection, evaluation and sharing feedback</li> </ul>
<p><b>Total Time of Unit:</b></p>		<p><b>3 hours</b></p>	



# PAST-TIMES



*Stories, Tales and Customs to Raise Intercultural Awareness*



inn<sup>o</sup>ventum



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