

**TRAINING CURRICULUM**

**FOR MOBILE JOURNALISTS (A1/O2)**



1. **MODULE TITLE: Media Literacy and Human Rights**

**TRAINER(S): Laura Cervi, José Manuel Perez Tornero (UAB)**

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| Length of module delivery: | 20 hours |

**RATIONALE AND AIMS**

Today’s citizens are not enough equipped with the critical thinking and analysis skills they need in order to successfully navigate our media-saturated environment. This is why Media Literacy has become a priority.

This course aims at preparing the participants to understand:

a) how media work and influence our life

b) the relationship between media and ethics, human rights, democracy, social inclusion, e-inclusion and the emergence, opportunities and consequences of citizen journalism

Upon completion of the course, the participants will know how to report news utilizing adequate media and media channels to have an influence on the political and social processes affecting their lives.

**DESCRIPTION OF MODULE CONTENT**

This course analyses information, values and messages conveyed via media, together with how different media work to set agendas, influence public opinion and define values and the role of education in understanding this influence.

The course also focuses the relationship between media and ethics, human rights, democracy, social inclusion, e-inclusion and citizen journalism.

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to

LO1: Understand the relationship between media and human rights, and the role of media in building human rights.

LO2: Analyse and use the conceptual framework of Media Literacy, a new media awareness.

LO3: Critically analyse news

LO4 : Understand and use MoJo for the promotion of Media Literacy and Human rights

**INDICATIVE REFERENCES AND READING LIST**

* *Audiovisual Media Service Directive*2007/65/EC of the European Parliament and the Council of December 11, 2007), <http://ec.europa.eu/avpolicy/reg/avms/index_en.htm>
* Bazalgette, C. (1992) Key Aspects of Media Education. In Alvarado, M. and Boyd-Barret. O. (Eds.) *Media Education: An Introduction*. London, British Film Institute/The Open University, pp. 199-219.
* Boulding, E. (1988) *Building a Global Civic Culture: Education for an Interdependent World*. New York: Teachers College Press.
* Buckingham, D. (2003) *Media Education: Literacy, Learning, and Contemporary Culture.*Cambridge, UK: Polity Press.
* Burke, P. and Briggs, A. (2002) *De Gutenberg a Internet: Una Historia Social de los Medios de Comunicación*,
* Carlson, U., Tayie, S., Jacquinot-Delaunay, G. and Pérez Tornero, J.M. (Eds.) (2008) E*mpowerment through Media Education. An Intercultural Dialogue.*Sweden: Nordicom, University of Gothenburg.
* Carlsson, U. (2010) *Children and Youth in the Digital Media Culture.*Sweden: Nordicom, University of Gothenburg.
* Celot, P. and Pérez Tornero, J. M. (Coords.) (2009) *Study on Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and the understanding of how media literacy level in Europe*(2009), EC. Retrieved at:<http://ec.europa.eu/culture/media/literacy/studies/index_en.htm>
* Feilitzen, von C. and Carlsson, U. (Eds.) (2003) Promote or Protect? Perspectives on Media Literacy and Media Regulations. In: *The International Clearinghouse of Chilren, Youth and Media*, Göteborg University.
* Ferrés, J. and Fainholc, B. (2005) *Investigación Competencias en Comunicación Audiovisual*. España: Consejo del Audiovisual de Cataluña.
* Livingstone, S. and Bovill, M. (2001) *Children and the Changing Media Environmental, a European Comparative Study.*New Jersey: Lawrence Erlbaum Associates.
* Martin, L. (1997) *The Challenge of Internet Literacy*. Binghamptom, New York: Haworth Press.
* Martinsson, J. (2009). *The Role of Media Literacy in the Governance Reform Agenda.*World Bank, CommGAP discussion papers.
* Pérez Tornero, J. M. (Coord.) (2005) *Promoting Digital Literacy*. Brussels: European Commission. Retrieved at:<http://www.mediamentor.org/files/attachments/Promoting_Digital_Literacy.pdf>
* Pérez Tornero, J. M., Celot, P. and Varis, T. (coord.) (2007) *Current Trends and Approaches to Media Literacy in Europe*. Brussels: European Commission. Retrieved at: <http://ec.europa.eu/culture/media/literacy/docs/studies/study.pdf>
* Silverstone R. and Hirsch, E. (Eds.) (1996) *Consuming Technologies: Media and Information in Domestic Spaces*. London: Routledge.
* World Summit on the Information Society, UNESCO, Geneva, 2003. Retrieved

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| Lecture | 6 hours | Lectures will focus on setting the theoretical bases for understanding both the concept and the implementation of Media Literacy. |
| Practical workshop | 4 hours | Students will be presented with practical cases to be analysed |
| Online working | 3 hours | Students will be asked to work on line looking for both resources and best practises |
| Group assignment | 7 hours | Students will be divided into groups and will be asked to develop a group activity |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD**  (trainer? Written or verbal?) |
| Essay | 35 | Written |
| Group project | 30 | Written |
| Presentation | 25 | Verbal |
| Attendance and participation | 10 | Written |

1. **MODULE TITLE: Mobile Journalism Technology**

**TRAINER(S): Philip Penny, Linda Carroll and Sinead Murphy**

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| Length of module delivery: | 16 hours |

**RATIONALE AND AIMS**

The rationale and aim of this course is to exploit the ubiquitous nature of smartphones among the young population. In this context, this module will focus on note taking, writing and editing text as well as taking and editing photos. In addition, participants will also learn how to record and edit audio clips, gaining an appreciation of the importance of good audio in this new mobile journalism arena. Finally students will learn how to record and edit video footage. Overall, this module on mobile journalism technology is designed to equip participants with basic and advanced knowledge of the technologies underpinning mobile journalism using a smartphone.

**DESCRIPTION OF MODULE CONTENT**

Introductory, background and history of MoJo. Operating systems and general information about devices. Systems required to make a film for social platforms.

Filming and taking photographs with the use of tripods, technology and other accessories.

Record and edit audio clips. The importance of good audio. Examining different audio devices.

Editing and writing video footage.

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to

LO1:Understand the different mobile operating systems and mobile device features

LO2: use professional apps to achieve the best image and sound for your production

LO3: practice and refine note taking

LO4: write and edit for mobile journalism

LO5: take and edit photos on a smartphone

LO6: record and edit audio clips on a smartphone

LO7: record and edit video footage using professional video capture applications

**INDICATIVE REFERENCES AND READING LIST**

**Required**:

* How to use smartphones: <https://medium.com/mobile-first-news-how-people-use-smartphones-to>

**Advanced:**

* The MoJo Revolution by Ivo Burum.
* Glen Mulcahy Blog <https://twitter.com/GlenBMulcahy?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor>
* John McHugh Blog <https://twitter.com/johndphoto>

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| Lecture | 4 | Expert Introduction to Mojo |
| Practical Workshop | 6 | Hands on participation |
| Fieldwork | 6 | Task based |
| Online Learning | 2 | Self-directed |
| Group | 2 | Teamwork / Roleplay |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD**  (trainer? Written or verbal?) |
| Attendance | 20% | Sign in Sheet |
| Class test / Quiz | 30% | Written |
| Practical Work | 25% | Demonstration |
| Group Project | 25% | Peer Review of group outputs |

1. **MODULE TITLE: Mobile Journalism Storytelling**

**TRAINER(S): Dejan Oblak, Ivan Granić, Petra Kovačević, Renata Šimić (FPZG)**

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| Length of module delivery: | 20 hours |

**RATIONALE AND AIMS**

The aim of this course is to introduce digital storytelling on mobile platforms and provide its participants with the opportunity to learn the basics of news production and storytelling using mobile technologies.

The course presents different storytelling styles and forms of reporting for doing journalism with a mobile phone. At the same time it develops and emphasizes understanding and preservation of news values, essential for creation of any story.

The participants will learn to distinguish different ways of developing a story idea for different formats (news package, feature, web documentary, etc) and for different platforms. They will also learn how to write a story proposal, the basics of data analysis and background information research, the process of preproduction (development of script, interview questions, shot list, transcribing, storyboard) and use of social media - all specific for mobile storytelling format.

**DESCRIPTION OF MODULE CONTENT**

The audience is going mobile and so is journalism. Mobile phones have been changing the way we live, look for and receive information. Mobile technology has had a profound effect on the way journalists do their jobs, but not only that – it has also changed journalism itself and what it means to be a journalist nowadays – in the way they gather, produce and share content with their audiences. News organizations across the world are creating new ways to use this fast developing technology, keeping in mind that journalism should always come first, the technology second. In the same time citizens have a unique opportunity to use their mobile phones not only for news consumption, but also for news production. It is an opportunity, but also a responsibility that requires specific knowledge and skills in order to produce stories that are in line with journalistic ethics and news values.

The purpose of this module is to teach young people different ways in which they can use mobile phones to tell newsworthy stories. A smart phone is often compared to a Swiss knife – it has multiple purposes, but for each one should be taught about its potential – first the basic and then other creative ways of using it. In this case, for telling stories. The way you will tell your story depends not only on the specific knowledge and practical skills you will learn on this module, but on the understanding of different types of audiences and content consumption.

On this module you will learn the different forms of storytelling that a smart phone offers – using video, audio, photos, text and social media. The length, form and storytelling style for each of these elements will differ depending on its content, purpose, platform(s) it will be produced for and audiences it is intended to. Most importantly, you will learn how to implement not only the best storytelling practices, but the news values that will shape the choice of the story and the process of content production from the beginning to the end – from research all the way to audience consumption.

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to:

LO1: The learner can define core values and rules of the journalistic profession.

LO2: The learner understands the concept of mobile journalism storytelling for different platforms and audiences

LO3: The learner identifies different forms of storytelling in journalism using mobile technologies (news package, web documentary, etc)

LO4: The learner evaluates a topic, prepares treatment of a story and a production plan.

LO5: The learner will produce different formats of news stories with a smartphone choosing the suitable storytelling technique depending on platforms and audiences of news consumption.

**INDICATIVE REFERENCES AND READING LIST**

**Required:**

* Berry, M., Schleser, M. (2014) Mobile Media Making in an Age of Smartphones, Palgrave Macmillan US
* Bull, A., (2015). Multimedia Journalism: A Practical Guide, Routledge
* Burum, I., Quinn, S., (2016). The Mobile Journalism Handbook. London: Focal Press

**Advanced:**

* Bowman, S., Willis, C., (2003) We Media, How audiences are shaping the future of news and information, Reston: American Press Institute
* Briggs, M. (2016). Journalism Next, Los Angeles: Sage
* Green, S.C., Lodato, M., Schwalbe, C., Silcock, B. News Now: Visual Storytelling in the Digital Age. Upper Saddle River: Pearson
* Halpern Wenger, D., Potter, D., (2014). Advancing the Story: Journalism in a Multimedia World, CQ Press.
* Lancaster, Kurt (2012) Videojournalism for the Web: A Practical Introduction to Documentary Storytelling, Routledge 2012.
* Verheyden, T., Rumes, T., Fluit, A.,(2014). How To Story, Storytelling voor journalisten, Leuven: LannooCampus.
* Wenger Halpern Debora and Potter, Deborah (2012) *Advancing the Story, Broadcast Journalism in a Multimedia World (*chapters 1 and 9), pages 1-23., 236-262.), CQ Press, Washington DC
* Westlund, Oscar. 2010. New(s) Functions for the Mobile. *New Media & Society*, 12(1): 91–108

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| Lecture | 2 x 2 hours | Expert interview/lecturers (in classroom and pre-recorded video) |
| Practical workshop | 2 x 2 hours | Training (in classroom and pre-recorded video) |
| Group discussion and ideas bazaar | 1 x 2 hours |  |
| Fieldwork (Research and preparation) | 2 x 2 hours |  |
| Fieldwork (Production) | 2 x 2 hours |  |
| Fieldwork (Post-production) | 1 x 2 hours |  |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD** |
| Practical individual project – part 1 (treatment and plan) | 40% | Written and verbal. |
| Practical individual project – part 2 (news story with video, audio, photos and text for online and social media) | 60% | Written and verbal. |

1. **MODULE TITLE: Mobile Journalism (MoJo) Production**

**TRAINER(S): Darko Flajpan, Dalibor Pokec**

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| Length of module delivery: | 20 hours |

**RATIONALE AND AIMS**

Most of us have smartphones. These can be also used as great production tool for making audiovisual content. Mobile Journalism (MoJo) is a new way of producing multimedia content with a smartphone. That includes filming, editing, postproduction and delivery of complete audiovisual stories - all made with a smartphone.

However, smartphone at its own is not enough.

This course focuses on smartphone apps and their usage, how to choose and which apps to use for the production of a story. And after we choose one, how to use it properly.

Participants will learn how to use apps for filming, editing and delivery of multimedia content.

They will also learn how to prepare for live video broadcasting with a smartphone, and how to use applications for that purpose.

Videoblogging is very popular, so we will also demonstrate how to do a microvideo blog.

**DESCRIPTION OF MODULE CONTENT**

If you want to film with a smartphone, you can do it with a native camera app which is already in your device. We will demonstrate how to get best results with it. We will also show what other apps you can use for filming to get even better results which are good enough even for commercial broadcasting and movie making.

Picture editing is another important part in process of creation of video content, so we will show how to use most popular video editing applications. You will learn how to grade your still or moving pictures for getting that final touch to your content.

Participants will also learn how to deliver finished material through ftp and cloud services, and how to publish content on most popular social networks, such as Instagram, Facebook, Twitter, Snapchat, YouTube and Vimeo.

If you want to make your own videoblog, there are apps and platforms, which we will demonstrate.

As the last, but not the least thing, participants will learn how to do live reports and live broadcasting with most recent applications for that purpose.

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to

LO1: Understand the possibilities of a smartphone

LO2: Use applications for content production

LO3: Create audiovisual material with a smartphone

LO4:Evaluate produced content

LO5: Make high quality content which can be sold

LO6:Publish produced content through social media platforms

LO7: do professional live video broadcasting and microvideo blogging

**INDICATIVE REFERENCES AND READING LIST**

**Required:**

* How people use smartphones <https://medium.com/mobile-first-news-how-people-use-smartphones-to>

**Advanced:**

* Guide for verifying photos and videos: [https://medium.com/1st-draft/are-you-a-journalist-download-this-free-guide-for-verifying-photos-and-videos- f39022fe9c3b#.pd0fb71ga](https://medium.com/1st-draft/are-you-a-journalist-download-this-free-guide-for-verifying-photos-and-videos-%20f39022fe9c3b#.pd0fb71ga)
* How to take better videos with Fimic Pro - <http://9to5mac.com/2016/02/18/how-to-take-better-videos-iphone-filmic-pro/>
* Bivens, Rena K. 2008. “The Internet, Mobile Phones and Blogging.” Journalism Practice 2 (1): 113–129.
* Oscar Westlund: Digital Journalism ISSN: 2167-0811 (Print) 2167-082X (Online) Journal homepage: <http://www.tandfonline.com/loi/rdij20>

**Professionals:**

* Burum, I., Quinn,S.,(2016). The mobile Journalism Handbook. London: Focal Press

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| Lecture | 8 | Overview of apps needed for production, postproduction and delivery of our materials. How and when to use them? |
| Practical workshop | 8 | Producing and delivery audiovisual content for different platforms |
| Group Exercise | 4 | Production of a 1 minute movie |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD**  (trainer? Written or verbal?) |
| Attendance and participation | 10 | Written |
| Filmed and edited material | 90 | Trainer, group discussion, verbal |

1. **MODULE TITLE: Intellectual Property Rights**

**TRAINER(S): Mathy Vanbuel (ATiT), Sally Reynolds (ATiT), Joasia van Kooten (ATiT)**

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| Length of module delivery | 18 hours (6 weeks) |

**RATIONALE AND AIMS**

This course introduces the need and the objectives of IPR, providing an overview and comparison of the different IPR concepts according to territorial, legal, industrial and cultural frameworks, policies and concepts.

Upon the completion of the course the participants will

- understand the basic legal issues related to all aspects of media production in mobile journalism;

- be able to search, find, select and apply a suitable IPR scheme for a self-created production;

- understand the potential risks of communication via electronic media, information sharing and collaborative networking;

- and be aware of ethical principles involved in the use of digital media for journalistic purposes.

**DESCRIPTION OF MODULE CONTENT**

From the Statute of Anne to Mickey Mouse: an introduction to Intellectual Property Rights. What are Intellectual Property Rights and what is the difference with Copyrights? Why are they today still so important for everyone, and why they are important for young people who are creative and for (young) journalists in particular. This MOOC is intended to be entertaining as well as useful for learning and is aimed at anyone who creates their own original materials or who uses, reuses, mixes and adapts original materials created by other people. During the MOOC we will discuss the rights and duties of creators and users of original materials, and especially those of young journalists using mobile and digital technologies. This MOOC will be guiding us through the history and evolution of Intellectual Property Rights and Copyrights. Are Intellectual Property Rights and Copyrights encouraging or hindering creativity? Find out what you need to know about Intellectual Property in order to be safe and correct. Find out about Pirate Bay, Plagiarism, Creative Commons... How can you make the best or worst use of the creative and original works of others? How to deal with Intellectual Property Rights in the age of the Internet: what are your rights as a citizen, journalist or creator in the digital era?

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to

LO1: understand the historical, economical and societal background of IPR.

LO2: understand which rights and duties apply to them with regard to IPR in general, and to copyrights in particular.

LO3: apply different IPR schemes according to the nature and use of the materials.

LO4: analyse the legislation regarding IPR in different media and in different application communities.

LO5: describe and critically assess the impact of IPR on the present content creation.

LO6: create their own mission statement (or code of conduct) with regard to their attitude to IPR and legal issues, in particular with regard to protecting their subjects and sources.

**INDICATIVE REFERENCES AND READING LIST**

* A Defense of Intellectual Property Rights, Richard A. Spinello, Edward Elgar Publishing, 2009
* Report on the responses to the Public Consultation on the Review of the EU Copyright Rules, European Commission, Directorate General Internal Market and Services. July 2014
* <https://juliareda.eu/copyright-evaluation-report/>
* Report of the Special Rapporteur in the field of cultural rights, Farida Shaheed, United Nations A/HRC/28/57, 2014
* Remuneration of authors and performers for the use of their works and the fixations of their performances, Luxembourg, Publications Office of the European Union, 2015
* Directive 2001/29/EC of the European Parliament and of the Council of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society, Official Journal L 167, 2001
* Rethinking creative rights for the Internet age, Report Committee on Culture, Science and Education, José Luís Arnaut, 2010
* http://copyright4creativ
* Set Of Principles In Fair Use For Journalism, centerforsocialmedia.org/journalism , 2013
* <http://www.journalism-now.co.uk/copyright-law/>
* The Influence of New Technologies on Copyright, Lucie Guibault and João Pedro Quintais, IRIS plus, 2014
* Creative commons:a user guide, Simone Aliprandi, Ledizioni, 2011
* Free Culture, Lawrence Lessig, The Penguin Press, New York, 2004
* http://europeanjournalists.org/policy/authors-rights/

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| Lecture | 6 x 20 mins | Expert interview/lectures (pre-recorded video) |
| Researching | 3 x 2 hrs | Field and desk research |
| Reading | 6 x 30 mins | Literature, documents |
| Discussion | 6 x 30 mins | Discussion in chat/email/social media with peers (group size varies) |
| Reporting | 6 x 30 mins | (Individual) written assessments |
| Final assessment | 1 hr | Submission written assignment and feedback |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD** |
| Tutor assessment | 10% activity  10% quality and creativity | Written on PLE |
| Group assessment | 20% overall | Written in the group discussion space (SM) |
| Written assessment | 30% quality of research, contribution and creativity | 6 incremental reports |
| Final assessment | 40% quality and creativity | Final report: motivated mission statement or code of conduct |
|  | 100% |  |

1. **MODULE TITLE: Digital Entrepreneurship**

**Trainer(s): Žarko Čižmar (Telecentar)**

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| Length of module delivery | 20 hours |

**RATIONALE AND AIMS**

New digital technologies are transforming the global economy and the way companies operate on a global market. They create new opportunities for digital entrepreneurs to establish new businesses, optimize operations, improve or launch new products and services. One of the key competencies in a constantly changing environment of digital entrepreneurs is project management. Project management enables effective delivery of specified outputs with limited resources and within planned timeframe and budget. New technologies and particularly cloud services have increased efficiency of collaborative team work on projects that are planned and implemented across the globe.

The aim of the digital entrepreneurship module is to simultaneously develop entrepreneurial and digital competences of youth. In the module, students will learn about initiating and planning digital media projects, by using cloud based project management tools. Project planning will be used as a preparation for the audio-visual production phase of the Y-NEX project. The plans will also be applicable in fundraising efforts for the new media projects, that can be financed by public or private grants or crowd-funding campaigns.

**DESCRIPTION OF MODULE CONTENT**

Digital entrepreneurship module is about initiating and planning digital media projects. A project is a temporary endeavour designed to produce a unique product, service or result with a defined beginning and end (usually time-constrained, and often constrained by funding or deliverables) undertaken to meet unique goals and objectives, typically to bring about beneficial change or added value. Media project plans, developed during this module, will focus on topics of interest for youth, such as education, new technologies, modern culture, etc.

Several project management standards and digital tools have been developed in order to increase effectiveness and efficiency of project management. This module will be focused on initiating and planning project processes. Initiating project process includes development of the project charter and identification of project stakeholders. The planning process establish the total scope of the effort, define objectives and develop the course of action required to attain those objectives. In this part of the module, students will learn to break down and schedule the project activities. They will plan the human, technical and financial resources required to implement the projects within the specifications defined with key stakeholders.

Free online tools will be used in the training, including social media, cloud based storage, discussion platforms, Mind-maps and Gantt charts.

**INTENDED LEARNING OUTCOMES**

Upon completion of this module you will be able to

LO1: devise a project idea

LO2: identify stakeholders and analyse their needs and expectations

LO3: define the objectives and scope of the project

LO4: write the Project Charter

LO5: analyse project activities and create their timetable

LO6: develop a plan for human resources

LO7: create a draft budget

**INDICATIVE REFERENCES AND READING LIST**

**Required:**

* A Guide to the Project Management Body of Knowledge (PMBOK® Guide)—Fifth Edition
* Project Management eBooks, Templates and Checklists - See more at: http://www.free-management-ebooks.com/skills-project.htm

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| **METHODS OF TEACHING AND LEARNING** | | |
| **METHOD** | **HOURS OF STUDY** | **SHORT DESCRIPTION** |
| MOOC videos | 1 hour | 6 x 5-10 minutes lectures |
| Workshop | 1 hour | Cloud tools tutorials |
| Workshop | 2 hours | Project Initiation |
| Workshop | 4 hours | Project Charter |
| Workshop | 2 hours | Stakeholder Analyses |
| Workshop | 2 hours | Gantt Chart |
| Workshop | 2 hours | Project Budget |
| Group assignment | 4 hours | Project planning |
| Group assignment | 2 hours | Project Presentation |

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| **FORMS AND CRITERIA OF ASSESSMENT** | | |
| **FORM OF ASSESSMENT** | **CRITERIA OF ASSESSMENT**  (% of credit) | **FEEDBACK METHOD** |
| Peer review | 50% | Written review + rating scale |
| Trainers’ review | 50% | Written review + rating scale |