



SHORT FILM

MOVING PICTURES IN LANGUAGE TEACHING



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COURSE DESCRIPTION

One of the greatest benefits of using film and movies to learn another language is that learners are provided with a visual context – meaning it supports their learning by providing a visual framework.



Short-Films can help students understand foreign words and phrases by giving them various visual clues such as facial expressions and body language (gasps, moans, sighs).



Films are an accessible art form that can link several aspects of culture, such as poetry, literature, second language and which pupils of all ages are keen to engage with.



Moreover, short films are useful to talk about subjects as important as friendship, solidarity, love, respect for others and teamwork.



Movies can also be shown in class as an entertaining alternative to the formal educational experience and serve as the focus for class discussions and assignments.

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COURSE INFORMATION

Course Objectives

The course's main goal is to develop participants' professional expertise by using and applying film-rich approaches when teaching:

- Develop a deeper understanding of the potential of film and video materials in a language/history/science/drama class;
- A short film can be easily screened in its entirety within one lesson; Film is an inclusive medium, accessible to students with diverse learning styles, backgrounds, experiences and needs;
- Films are stimulating, able to generate a wide range of discussing, conversational and dramatic topics/activities, therefore stimulating an active engagement with language;
- Films, generally, use authentic language and therefore help students to learn faster and with more detail, especially the gestures and facial expressions that support speech;
- Writing in a target language can be supported by creative and interactive approaches to film.

Learning Outcomes

- Discuss the principles and the intention behind working with short film in language teaching;
- Ability to design effective teaching strategies for working with film in language/drama/science teaching;
- Develop an understanding of what the language of film, especially short film, offers to support language teaching;
- Enhance and refresh linguistic skills;
- Enrich oral communication skills;
- Introduce creative ideas to make classes livelier and interactive;
- Implement practical activities for teaching challenging classes;
- Enhance participants' knowledge, skills and competencies relating to their work practice;
- Provide tools for more effective communication and motivate different personality types; Understand group dynamics.

COURSE INFORMATION

Duration: 1 week (6 days – Sunday to Friday – 9h00 to 14h00)

Location: Porto, Portugal

Language: English

Certification: Certificate of Attendance, including a description of the learning outcomes from the previous page; Europass validation

Price: 580€ (course fee + administration costs + social program). Prices according to the new Erasmus+ 2021-2027 program*

*(Our courses are eligible to be completely funded by the Erasmus+ KA1 funds and several other programs)

**LET'S LEARN
TOGETHER!**

DAILY PROGRAM*

Our courses also include a daily Coffee Break & Social Program (4 ACTIVITIES)

DAY 1

- Welcome dinner, icebreaking
- Meet & greet, networking – participants and staff
- Week briefing & planning

DAY 2

How do I implement a short film into a language classroom?

- Some key pedagogies and approaches to teaching languages using short film.
- Working with creative technologies in language learning.
- Assessing language learning using the different film dimensions including sound, image and time.
- Film language and language learning

DAY 3

- Film sound and languages – how can sound be exploited for language learning?
- Teaching with film music and genre
- Film dialogue and language learning
- Film image and language learning – how the varying dimensions of the film image can be used in language teaching and learning

DAY 4

- Exploring body language, facial expression and the image in film, for use in the languages classroom
- Film time and languages – flashbacks, backstory and the past tense. Present tense, narrating and ellipsis. Flash Forward, prediction and future tense
- Emaze – visual story using stunning visual effects – makes it easy for teachers to create fun, interactive lessons that keep their students “zoomed in”
- Emaze’s out-of-the-box templates combine video, sound, and text making lessons into active learning and interactivity – including students with special needs and learning disabilities

DAY 5

- MovieMaker, Filmora, iMovie and other video editing programs;
- Finding, downloading, editing, and embedding media using a proper clip converter
- Cut your movie into shorter clips using online video cutter
- Create a trailer using Magisto. Create a mini-trailer time version of your fil
- Producing a film for a classroom unit

DAY 6

- Group work presentations
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

*This schedule/ program describes likely activities but may differ based on the trainer's discretion and objectives.



AUDIOVISUAL TOOLS FOR THE DIGITAL TEACHER



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COURSE DESCRIPTION

Being raised in a digital era, today's students may find conventional pursuits like reading to be incredibly monotonous while naturally focusing much more on audiovisual information (e.g., videos, photos, and audio resources). Therefore, educators can sometimes feel unprepared when attempting to teach students in a new media language.

This course has been designed for educators who want to use audiovisuals (including video production) to enhance student engagement and foster collaboration.

By introducing the participants to the pedagogical power of audiovisual information, this course seeks to close the gap. The course's programme structure will cross the different areas of audiovisual tools, audio production, digital video production and concept and digital image management focused on teachers' and educators' jobs related to the work in the classroom.

By the end of the course, teachers will feel confident in using a variety of online resources, video and photography technologies to create teaching aids and educational projects for their pupils.

Referred Free Tools

Video Edition: Capcut, Canva, Shot Cut, etc.

Video Content: Pixabay, Pexels, etc.

Image Edition: Canva, Unsplash, Pexels, etc.

Audio: AudioHub, LESFMS, etc.

COURSE INFORMATION

Course Objectives

The course's objectives are to improve participants' communication with their students, as they will be able to employ a variety of digital content formats, including audio platforms, videos, and social media.

Learning Outcomes

- Look for audiovisual materials on educational platforms
- Use, modify, and produce their own audiovisual materials in order to enrich and motivate their students' learning
- Use the best tools and free software for organizing and creating films, images, and sounds during the course
- Find secure internet resources, upload and share files, manage timelines, audio/visual content, and add subtitles to video
- Apply fundamental videography techniques
- Edit images and films
- Arrange sounds and words in visual resources
- Upload and distribute video content
- Use audiovisual resources to further your studies
- Enhance communicative competences in English
- Share experiences and ideas with their peers

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- Welcome dinner, icebreaking
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DAY 2

- Content Analysis
- Target Audience
- Building the basis. Audiovisual language, Format, image composition.
- Image Editors
- Infographics and visual elements

DAY 3

- Introduction to Videos: formats, filming techniques, frame rates and presentation tools
- Screen recording and screencasting
- Video platforms: Youtube, channels, filters, playlists, regulations
- Streaming Lessons: tools, utility, formats
- Free instructional videos platforms

DAY 4

- Using your phone as a camera for making videos
- Set, lights and sound
- Recording yourself
- Video editing tools – software from YouTube, adding sounds from YouTube libraries
- Examples and exercises;

DAY 5

- Sound effects
- Video cutting/clipping
- Edit a colleague's video presentation as a practical assignment.
- Post-production
- Adding subtitles
- Publishing/uploading

DAY 6

- Presentation of participants' learning portfolios
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

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ICT COLLABORATIVE TOOLS: PROJECT MANAGEMENT IN SCHOOLS



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COURSE DESCRIPTION

Nowadays, there is an increasing need for digital skills to work in a network and/or team, on reports, jobs or various projects, with people in close proximity or even anywhere in the world, and it is becoming increasingly common for classic tools such as email and others to become obsolete.

Being able to exchange impressions and mature and make intra-team decisions on the spot, define objectives, timings, priorities and manage tasks, build contributions in real time, forms a core of essential and structuring skills in the production of work essential to the development of the education system and of all contexts in which it is necessary to improve the efficiency of teamwork. This course is designed for trainers, school teachers, educators, or social workers from educational institutions or other organizations (such as NGOs or associations) who wish to learn about and put new digital tools to use in order to become better project administrators!

Participants will discover simple free-to-use apps (such as Trello or Asana) to manage a project's timeline, assign tasks, and coordinate others' work. They will learn how to manage documents and online drives for cataloguing a project's documents.

For example, they will discover how to share whiteboards, mind maps, and polls in online events to brainstorm ideas and collect feedback.

By the end of the project, participants will gain practical expertise with many apps and programs that will simplify and make more effective their work as project managers. They will feel more competent in employing the most appropriate digital tools in every phase of a project's life.

COURSE INFORMATION

Course Objectives

The course aims to provide participants with integrated competences with a view to increasing the efficiency and quality of collaborative work, intra and extra teams, enhancing the organisation of the team in tasks, the sharing of "insights" in project, documents and various media creation, as well as the momentary co-creation of contents, discussion of perspectives in the joint production in text or other media for reports, projects, etc.

In addition, graduates will become acquainted with the numerous technological resources that are accessible to them and their colleagues and/or students.

Learning Outcomes

- Manage projects using apps that are specifically built for that purpose
- Use free CRM tools for task management and allocation of responsibilities
- Use CRM functions for time management, task planning and control
- Integrate diverse applications and "plug-ins" in collaborative work tools
- Knowing how to connect and interact with a team in the main collaborative work tools
- Use free collaborative writing, calculation, reporting and presentation applications and video-call embedded tools
- Engaging in productive online conferences
- Create online survey forms to gather feedback
- Knowing the ethics of digital communication, in collaborative work
- Learning the fundamental collaborative work pillars to disseminate them in their community
- Evaluate digital technologies to support teaching and promote learning
- Enhance communicative competencies in English
- Share experiences and ideas with their peers

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DAY 1

- Welcome dinner, icebreaking
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- Week briefing & planning

DAY 2

- What is Collaborative Work? – its preparation, increase in creativity and brainstorming/insights
- Project management: requirements and difficulties
- Apps for project management: a review
- Establishing a project's schedule
- Tasks and partnerships
- Managing disks and internet documents
- The digital space and cloud systems
- Well-known and free "cloud systems" and collaborative work apps

DAY 3

- Creating and editing written documents in the Cloud
- Practical cases, collaborative online writing exercises
- CRM Project and Task Management Tools in collaborative work
- General definition and creation of a Project
- Tables of responsibilities, tasks, timings, priorities, status and others
- GANNT charts, dependent and independent tasks
- "Tableau de bord"
- Importing and exporting data
- Group Work

DAY 4

- Platforms for web conferences: advantages and disadvantages of the options accessible
- Holding an online conference
- Arranging a video conference with Doodles
- Collaborative work – on documents and embedded video calls
- Screen sharing and pre-procedures
- Public and private settings

DAY 5

- Tools for in-person and online brainstorming
- A mind map
- Creation of quick forms and surveys
- Obtaining feedback through online surveys & forms
- Tools for Online Assessment
- Ethics in collaborative work

DAY 6

- Presentation of participants' learning portfolios
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

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DIGITAL TECHNOLOGIES FOR THE CREATIVE CLASSROOM



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COURSE DESCRIPTION

Today's students may find traditional hobbies, like reading, to be incredibly uninteresting as a result of the digital revolution, but they are compelled by audiovisual and creative material (e.g., videos, photos, and audio resources).

However, educators may feel unable to interact with pupils utilizing digital tools and lingo. For that reason, this course has been designed for teachers and educators who want to learn about online tools and settings like Padlet, Slido, Plot Generator, or Canva, to mention a few, that encourage teamwork and creativity.

With plenty of time for reflection and debate on their strengths and limitations as well as potential application in their teaching contexts, participants will acquire practical experience utilizing and generating material in each application during this course.

By incorporating students in fun group projects or imaginative online activities, teachers will be better able to make their classes more interesting.

Participants will be able to identify the benefits and drawbacks of each ICT tool by the conclusion of the course and be able to use them effectively in the classroom.

COURSE INFORMATION

Course Objectives

The purpose of this training course is to provide teachers or adult educators with a set of skills and processes that will enable them to use their digital expertise to support creative tactics and activities in the educational community, with special focus on design tools, presentation and content display.

Learning Outcomes

- Facilitating the planning, implementation, and brainstorming of online initiatives (Padlet);
- Make presentations that are creative and engaging (Slido, Prezi);
- Create digital content;
- Amplify storytelling and writing creativity (Wordclouds, Plot Generator);
- Assist pupils in producing captivating online graphic content (Stellar, Canva);
- Conduct effective in-person lessons;
- Evaluating students using technology;
- Enhance communicative competences in English;
- Improve ICT and social skills;
- Promote culture awareness;
- Share experiences and ideas with their peers.

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DAY 1

- Welcome dinner, icebreaking
- Meet & greet, networking – participants and staff
- Week briefing & planning

DAY 2

- Introduction to ICT collaborative tools
- Establish a successful online project (planning and ideation, execution);
- Introduction to Online Learning and Digital Presentation Tools
- Tips and exercises for using digital tools for information display
- Digital Tools for Material Design

DAY 3

- Introduction to online presentations platforms
- Investigate aspects and options to create an engaging presentation
- Instruments for the creation process
- Creating Learning Materials
- Individual and group application – suggested tools

DAY 4

- Apps for Interactive Lessons
- Experience and use these platforms – practice activity (creating own lessons)
- Introduction to story-telling and creative writing applications
- Collaboratively and creatively producing content material

DAY 5

- Introduction to image and video-editing software
- Producing and disseminating visual material
- Group work

DAY 6

- Presentation of participants' learning portfolios
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

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DIGITAL COMPETENCES IN EDUCATION



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COURSE DESCRIPTION

Digital competence is the set of knowledge, skills and attitudes that should be acquired by all people in order to ensure critical and creative use of ICT and digital media for the purpose of achieving goals related to work, learning and/or leisure. The European Commission's European Digital Competence Framework for Educators (DigCompEdu), aims to promote digital competence (DC) and innovation in education.

It is essential that teachers to make learning and teaching effective should become familiar with the digital competence and develop a set of DC in order to take advantage of the potential of digital technologies. This action aims to contribute to developing the DC of teachers and their ability to implement innovative teaching and learning strategies. The ambition is to create favorable conditions for educational practices that promote the development of students' digital skills.



Course Objectives: This training course aims to develop with level 2 teachers (B1/B2 of DigCompEdu) a set of knowledge and strategies set of knowledge and strategies that allow them to develop DCs at the next level (C1/C2 of DigCompEdu).

Specific objectives are:

- to promote the development, deepening and densification of teachers' DCs, with a view to the 6 areas of the DigCompEdu benchmark;
- to enable teachers to carry out activities with digital technologies in different modalities of education of teaching;
- to train teachers to implement activities that promote learning and the development of students' DCs development of the students' DCs;
- To stimulate reflection, sharing and critical use of technologies in the educational context.

COURSE INFORMATION

Learning Outcomes

- To promote the development, deepening and densification of teachers' DCs, with a view to the 6 areas of the DigCompEdu benchmark;
- To enable teachers to carry out activities with digital technologies in different modalities of education of teaching;
- To train teachers to implement activities that promote learning and the development of students' DCs development of the students' DCs;
- To stimulate reflection, sharing and critical use of technologies in the educational context.
- Work with feedback to understand its positive contribution toward student motivation.

Besides Learning Outcomes

- Reinforcing self-awareness as a European citizen
- Share ideas and resources with other teachers and gain an understanding of different education practices and policies
- Improve communication, social and English and digital skills
- Promoting intercultural awareness

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DAILY PROGRAM*

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DAY 1

- Welcome dinner, icebreaking
- Meet & greet, networking – participants and staff
- Week briefing & planning

DAY 2

- Framework documents of educational policies
- Professional involvement: Discussion, renewal and innovation in professional practice. Processes of processes in the digital age
- Computerization and information literacy. Identify, organize, retrieve, store, and analyze information and digital content, evaluating its purpose
- Digital Educational Resources (DER): Use of advanced strategies and DER in a comprehensive way

DAY 3

- Promoting the use of Digital Educational Resources (DER) in a collaborative way
- Creation of digital content
- Communication and elaboration. Share resources and tools, share, interact and participate in communities and networks
- Teaching and Learning: Renewing teaching practice in a strategic and intentional way. Innovation in the teaching and learning process in different educational modalities

DAY 4

- Assessment of learning: Critical reflection about digital assessment strategies
- Innovation in the assessment of learning with digital solutions
- Students' DC (Digital Competences):
 - Promoting students' DC in a comprehensive and critical way.
 - Innovation in engaging students using innovative formats to promote their DC

DAY 5

- Planning of training and lifelong learning
- Acquisition of knowledge, concepts or facts to be acquired
- Acquisition of attitudes, behaviors to be generated and developed
- Development of skills to be mastered
- Autonomous work: Adaptation of the constructed activities to suit the context of each teacher context
- Brainstorming

DAY 6

- Presentation of participants' learning portfolios
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

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DIGITAL MARKETING STRATEGIES FOR SCHOOLS



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COURSE DESCRIPTION

Schools' funding is calculated largely on a per-pupil basis. A reduction in enrolment will mean a reduction in funding.

Schools need to successfully differentiate themselves to stand out, and the school website is the online shop front! Moreover, schools must also recognise the need to allocate appropriate resources to digital marketing.



Success requires an integrated digital marketing strategy targeted at parents looking for a school for their children.

Understanding how the school should be using their website, social media and internet marketing to grow their online presence and attract more parents (and ultimately students) is absolutely critical in today's competitive marketplace.



Furthermore, it is even an opportunity to help you disseminate and promote your work and the knowledge you collected in Erasmus+ training abroad to the whole school community.



A good understanding of your school's objectives is the first step in creating a digital marketing strategy. Without knowing what your school is aiming for, it won't be enough to give you the chance to succeed. Make your school goals as specific and clear as possible.

COURSE INFORMATION

Learning Outcomes

- Provide an overview on digital marketing and empower you to grow your current marketing knowledge;
- Develop and acquire effective skills to improve your/school current presence on digital channels (Blog, Facebook, LinkedIn and other tools). By integrating social media into the school website in an engaging way, schools can also drive traffic to it and push out content through social media platforms;
- Create stronger connections between schools and communities, increase website visitors and enhance the school's overall online presence;
- Improve technical language, communication and social skills;
- Promote intercultural awareness.

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DAILY PROGRAM*

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DAY 1

- Welcome dinner, icebreaking
- Meet & greet, networking - participants and staff
- Week briefing & planning

DAY 2

- Teachers & students: a reflection on the importance of the relationship between learners & facilitators
- Levels of communication
- Communication models
- Practical group work and exercises

DAY 3

- Introduction to Digital Marketing
- Content & Social Media Marketing
- Search Engine Optimization (SEO)
- Paid Search (PPC) Using Google Ads
- Display and Video Advertising
- Email Marketing

DAY 4

- Website Optimization
- Analytics - using Google Analytics
- Digital Marketing Strategy
- Building a Digital Strategy

DAY 5

- Website Optimization ✓ SEO ✓ Search Engine Marketing [SEM, including Google Ads, advanced Facebook & Instagram advertising & remarketing campaigns] ✓ Audience Mapping
- Email Marketing Automation ✓ Blogging, Podcasting, Video Storytelling, traveller journey & other rich content mappings ✓ Social Media Integration - optimize content and social networking channels such as Facebook, Twitter, Instagram, YouTube & LinkedIn
- Data Analytics & Reporting ✓ Tools & Technology, including web chat, messenger bots and beyond

DAY 6

- Development work
- Work presentations
- Course roundup & review
- Learning outcomes' validation
- Certification Ceremony

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DIGITAL STORYTELLING

FOR EDUCATIONAL USES



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COURSE DESCRIPTION

A Digital Storytelling is a way of organising information, conveying emotions, and building community and a serie of still images or short videos that are combined with a narrated soundtrack to tell a story (Bull & Kadjer, 2004).



Although mobile technology is not yet widely used in schools, and in some cases even prohibited by internal regulations, the truth is that this technology, besides being a hallmark of contemporary life, is a powerful tool that challenges teachers and students to innovate in teaching learning practices.



This course intends to contribute to the understanding of this phenomenon and use their potential for developing Digital Storytelling.



Course Objectives: this course provides knowledge about this new pedagogical innovation, its advantages and disadvantages, as well as a very practical use of video tools to be implemented in the classroom.

COURSE INFORMATION

Learning Outcomes

- Know what a Digital Storytelling innovative pedagogical scenario is;
- Know the pedagogical potential of a Digital Storytelling innovative pedagogical scenario;
- Understand the different roles of a Digital Storytelling innovative pedagogical scenario;
- Design pedagogical activities using Digital Storytelling;
- Produce a Digital Storytelling;
- Improve ICT skills;
- Reinforce self and cultural awareness as a European citizen;
- Improve language, communication and social skills.

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DAY 1

- Welcome dinner, icebreaking
- Meet & greet, networking – participants and staff
- Week briefing & planning

DAY 2

- Digital Storytelling: Introduction, innovative pedagogical scenario
- Trainee presentation using video tools
- What is Digital Storytelling?
- Different roles and types of Digital Storytelling
- Mobile Learning with Digital Storytelling
- Practical: My Learning Platform with Edmodo

DAY 3

- Digital Storytelling Process – 8 Steps
- Practical: Step 1 – Write a proposal
- Practical: Step 2 – Research, explore and learn
- Practical: Step 3 – Write a script

DAY 4

- Practical: Step 4 – Storyboard/plan (how to create a storyboard?)
- Video learning potential
- Practical: Step 5 – gather/create images, audios and videos outside

DAY 5

- Activity examples to integrate *video* within the curriculum
- How can a teacher use videos? (Khan Academy and TEDed exercises)
- Practical: Step 6 – Put it all together with Animoto or Beatable apps

DAY 6

- Practical: Step 7 – Share
- Practical: Step 8 – Feedback and reflection
- Discussion and course evaluation
- Learning validation
- Certification Ceremony

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A GUIDE TO SOCIAL MEDIA ADS FOR EDUCATIONAL INSTITUTIONS



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COURSE DESCRIPTION

Everyone is familiar with Facebook. With almost 3 billion active users per month, it is the biggest social network on the planet. Parents of prospective students spend numerous hours there every day.

Building a community is one of the main goals for brands to create a presence on Facebook and Instagram, and this is especially important in a school setting. Both platforms provide enormous flexibility for how a school could be promoted successfully. Thankfully, Facebook and Instagram are included in the same advertising network, making it easier for marketers to run advertisements.

Older students, who are more likely to make judgments about their schooling and view adverts on social media, will be the group to whom this will most likely apply. Today's older students have more options and freedom than ever before when it comes to their education and the school or program to enrol in.

One of the best ad-targeting tools ever developed, Facebook's advertising platform has a lot of potential and variety for school marketers. Advertising campaigns can be extremely precisely targeted to users based on their age, gender, occupation, interests, behaviours, past purchases, and a wide range of other factors. Additionally, it offers a variety of retargeting choices, the capability to create bespoke audiences, and a useful tool called "lookalike audiences," which accurately identifies individuals who share traits with your targeted audience.

Stay connected to students, families, and staff with expert marketing advice and all the tools you need!

COURSE INFORMATION

Course Objectives

This course will give you an understanding of how Facebook & Instagram Ads work for schools and a clear formula to help you convert more leads into enrollments.

Learning Outcomes

- A more effective use of your school budget, time and resources
- The ability to successfully reach the right prospective parents and students for your school
- An increase in registrations for open days
- A tangible boost in enrolments and more revenue for the school
- Greater brand awareness locally and internationally
- Reinforcement of self-awareness as a European citizen
- Improvement in ICT, communicative and social skills
- Promotion of intercultural awareness
- Share best practices with peers from other cultures
- Enhancement of the English language

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- Promotion of intercultural awareness
- Enhancement of the English language

DAY 3

- Analytics and Reporting
- Self-service Platform, Segmentation and Campaign Building
- Personalised audience creation, lookalike audiences and retargeting: how to do it step-by-step and when to use it effectively
- Ad serving sites: which ones to use, what tests to run and what are their specifics
- Payments and campaign optimisation
- Copy and materials: how to make good ads and useful tools
- Analytics and Reporting

DAY 4

- Ad Manager and Reporting
 - Ad management platform: what to measure and how to manage ads professionally
 - Performance reporting: what to analyse, how to do it and what to include in a report
 - Conversion pixels and integration with other platforms
 - Campaign strategy and structure, according to objectives- Exercises and examples from various sectors

DAY 5

- How to measure the success of your Ad campaigns
 - What are retargeting Ads?
 - Different ways to gather leads
 - How to increase leads' likelihood of conversion
- PLUS Hands-on practice: We create your first Facebook & Instagram Ad Campaign together!

DAY 6

- Development work and presentation
- Course roundup, feedback and review
- Course Evaluation and Dissemination Focus
- Validation of Learning outcomes
- Certification Ceremony

*This schedule/ program describes likely activities but may differ based on the trainer's discretion and objectives.



TRUSTED BY EDUCATORS ALL AROUND EUROPE

Learning Together believes that well-trained teachers are more motivated & better able to successfully perform and achieve organizational goals! We believe that all organizations' core are its **people**, therefore we organise development courses for education professionals who want to enhance & acquire new competencies related to their work practice. That way, participants can better teach the people of tomorrow, **while absorbing new cultures and meeting people all around Europe!**

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