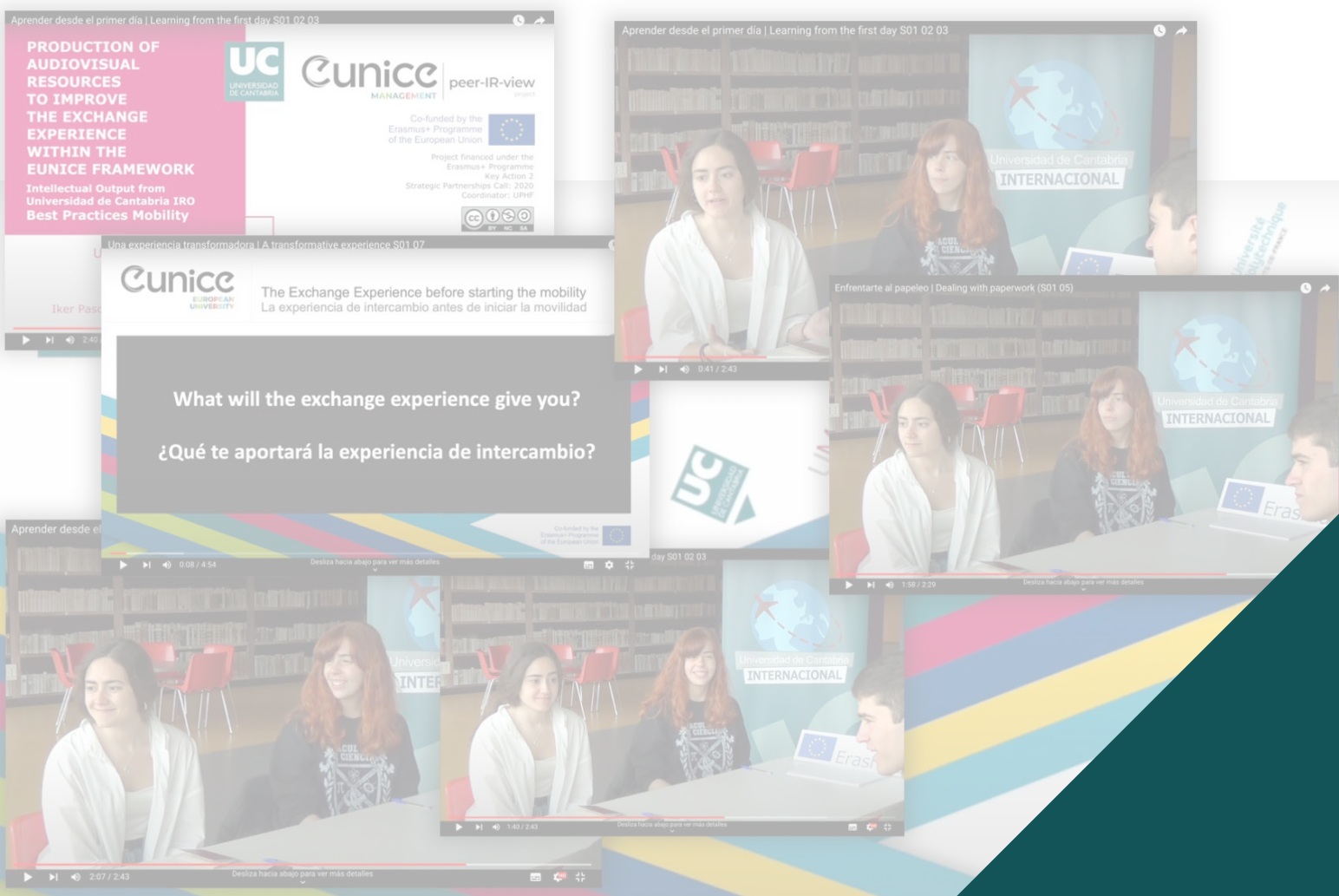




## IROs VIDEO PILLS HANDBOOK





**IROs VIDEO PILLS HANDBOOK**  
**PRODUCTION OF AUDIOVISUAL RESOURCES**  
**TO IMPROVE THE EXCHANGE EXPERIENCE**  
Intellectual Output from Universidad de Cantabria IRO



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# HANDBOOK

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# 1. INTRODUCTION

The University of Cantabria (Spain) has developed this handbook in the framework of the Erasmus+ Strategic Partnerships for Higher Education *Peer-IR-View* project which aims to identify and retain knowledge within the International Relations Offices (IROs) of Higher Education Institutions.

The project seeks to share good practices in the work carried out in the different International Relations Offices (IROs).

Specific to the International Relations Office this proposal is focused on the review of the experience of the students 'before mobility' and the actions for the accompaniment and support that the International Relations Office deploys in this phase of mobility.

For the identification of the possible themes, an analysis of the mobility experience of the students has been developed with the intention of identifying the competency learning, the soft-skills, which offers the mobility experience oriented to global engagement. In this sense, the collaboration in the revision of the survey on student mobility has been a good opportunity to carry out a more detailed analysis. On the other hand, the IRO team involved in the development of this activity has sought to delimit this analysis to the first stage of the mobility experience: before mobility.

The sample information pills shown at the end of this manual are only part of the material that was recorded. The total time spent on these tasks may vary depending on the capacities of all participants and the specific objectives to be achieved.

# 2. OBJECTIVE

This handbook aims at sharing expert knowledge to make it accessible to any other IRO and contribute to provide assistance to produce short self-explanatory videos (information pills) of a few minutes.

The main objective of this activity is to develop an **audiovisual resource** that allows to mobilize the knowledge<sup>1</sup> held by professionals working in the different IROs. This objective is to broaden the vision from different voices of this phase of the mobility experience (before mobility). At the same time, the activity seeks to connect the student needs of accompaniment and support with the different actions developed by the IROs. This connection will be made by collecting the experience of the work being carried out by a university IRO and by collecting the real testimony of exchange students.

This testimony will be oriented to rescue from along the different stages of their experience: how they responded at the time -or are responding- to the personal challenge that requires the development or recognition of new competences -soft skills-.

A good way to generate content is to organise semi-structured exploratory interviews where the same participants are invited to share their experiences, concerns or feelings. Profiles may be diverse

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<sup>1</sup> The paradigm of knowledge mobilisation is best understood in contrast to the knowledge transfer paradigm. If transfer is understood as the dissemination of expert knowledge, knowledge mobilisation recognises the possibilities of learning through contrast and the encounter of points of connection with other diverse and complex realities. This paradigm recognises the interest in accessing other styles and ways of doing that are developed in different contexts. The examples of practice in an international context allow us to ask ourselves why this is different in our immediate reality, what does it contribute, what difficulties would it pose in our context, how is this performance linked to the level of student satisfaction with their mobility experience, etc.

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(e.g. prospective exchange students, students who have already participated in an international mobility experience, staff involved in internationalisation, etc.):

	Participants	Objectives
<b>Group 1:</b> Before mobility	IRO Staff	...
	Prospective Erasmus+ student	...
	Former Erasmus+ student	...
<b>Group 2:</b> Before mobility	IRO Staff	...
	Prospective Erasmus+ student	...
	Former Erasmus+ student	...
...	...	...
	...	...
	...	...

### 3. METHODOLOGY

This section addresses the following points:

1. The need to obtain informed consent.
2. How to find participants among a group of students with the most suitable profile.
3. Design of the interview.
4. Post-production for the final development of the audiovisual resource.

#### 3.1. Informed consent

An important aspect to carry out this activity is, on one hand, the authorization required to obtain data respecting the procedure required by the GDPR<sup>2</sup> and, on the other hand, the consensus on the attribution of authorship, the rights of publication and criteria for the use or exploitation of the data obtained, specified in the informative document for informed consent (see [ANNEX II](#)).

##### 3.1.1. Obtaining informed consent from participants

Participants authorization for the use of their image should be obtained. Otherwise, identification of the participants recorded (detail shots) should be avoided. This consent should be obtained prior to the beginning of the interview, this consent requires the signature of the informed consent form (see [ANNEX I](#)).

##### 3.1.2. Identifying legal procedures-intellectual property and General Data Protection Regulation (GDPR) procedure

The development of the final editing of the audiovisual will take into account the following considerations in terms of data protection and procedure:

1. Each participant will sign an authorization before the recording.
2. The final result will be presented to the participants to authorize its dissemination, request changes and accept the final product.
3. Audiovisual resources that respect the legal framework will be used, preferably of own production. In case it is necessary to use any external resource, it should be based on Creative

Commons and its authorship should be specified in the final credits of the video and in the video description.

4. Recognize the authorship and participation of each of the participants unless they clearly express their resignation to appear named. The license to publish the videos will be specified in the video when uploading it to the Youtube channel (hidden)

In line with the GDPR<sup>2</sup> the **informed consent document** must be provided<sup>3</sup>.

In particular, it should include the following information:

- Who is responsible for the project (contact information and also that of the institution's data protection officer).
- What personal data will be used for (purposes)
- Categories of personal data concerned.
- Legal justification for the processing of the data (see ANNEX III).
- How long personal data will be kept.
- Who else can access the personal data.
- Whether or not personal data will be transferred to a recipient outside the EU and, if so, who will have the right to access the information and what other basic data protection rights will be taken into account.
- The participant's right to lodge a complaint with a data protection authority.
- The participant's right to withdraw consent at any time.
- If applicable, the existence of automated decisions and the logic applied, in addition to the consequences that it entails.

### 3.1.3. Creative Commons License

To meet the criteria specified in the informed consent document, the license applied to the audiovisual resources generated by the project must be a Creative Commons license.



#### a. Attribution-NonCommercial-NoDerivatives 4.0 International Creative Commons License (CC BY-NC-ND 4.0)

The CC BY-NC-ND 4.0 license that will be applied to the audiovisual resources generated in the project involves the following:

- You are free to: Share - copy and redistribute the material in any medium or format
- The licensor cannot revoke these freedoms as long as you follow the license terms.
- Under the following terms:
  - **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if any changes have been made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
  - **NonCommercial** — You may not use the material for commercial purposes.
  - **NoDerivatives** — If you remix, transform, or build upon the material, you may not distribute the modified material.

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<sup>2</sup> GDPR: <https://eur-lex.europa.eu/eli/reg/2016/679/oj>

<sup>3</sup> This information may be provided in writing or, where appropriate, orally at the request of the person where the identity of the data subject is proved by other means or by electronic means. This should be done in a concise, transparent, intelligible and easily accessible manner, with clear and simple language and free of charge.

- **No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.
- Notices:
  - You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.
  - No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

**Note:** Host the final videos on a platform that supports this type of license (e.g. Vimeo) or specify it clearly in the audiovisual itself.

### 3.2. Finding a group of students with the most suitable profile

The daily work in the IROs allows us to interact with the students and get closer to a part of their exchange experience, for this reason the invitation to participate in the project will be made at the discretion of the IRO staff through an email or taking advantage of the visits to the office. This main criterion defines the profile of the people who will participate in the interviews as well as the desired diversity in the configuration of the group.

#### 3.2.1. Define the profile

The selection has sought among the mobility students a communicative profile: participants who feel comfortable in an activity of this type and whose contribution will be interesting for being a successful experience, for having found a problem in the process that was finally solved, or for any other aspect that is interesting for the project.

It is about encouraging students to implement their own skills into practice and develop better strategies to respond more properly to issues at this stage that may generate frustration or discourage participation in mobility.

#### 3.2.2. Define the group

The selected group should ensure gender balance, representation of different academic disciplines, different international destinations and different exchange experiences. Interviews will be conducted with IRO staff who have been already in contact with these students throughout their exchange experience from the IRO.

INVITATION TO INTERVIEW:

The invitation sent to participants in the interview should:

- a) Inform on the recording of shots for the final editing of the audiovisual.
- b) Ask participants for some **initial resource** we need you to bring to the interview to answer the first question. This initial resource in audio, visual or audiovisual format can be used in the final editing.

### 3.3. Interviews

For the design of the interviews, the objective of the project is taken into account, to approach the experience of the students in the first phase, before mobility. The IRO staff with experience in the resolution of queries and in the accompaniment and support to the students of this period, is in charge of conducting the interview.

#### 3.3.1. Script development

A script of questions should be drawn up in order to make the session more dynamic:

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- It may include eliciting questions/images/objects...
- It can consist of navigating a key ideas map.

#### 3.3.2. Script for the interview (practical example)

##### a. ASSISTANTS/FUNCTIONS:

- Interview address (IRO staff): The staff of the international relations office directs the session and throws the questions to the group or to some participants, providing conclusions that may help to systematize the contents presented.
- Student Participants: Students that take part in the activity.
- Technical support recording and editing (IRO staff): A person or team from the international relations office supports the session by taking care of the recording, editing and post-production of the audiovisual resource from the interview.

##### b. SUPPORT ELEMENTS:

- Informed Consent Document (two copies for each participant: one for the interested party, the other for the IRO, collected by the IRO staff).
- Support Consumables (paper, pen, etc.).

##### c. DURATION OF THE INTERVIEW:

It is necessary to devote some minutes to the initial preparation. Taking that into account, in average, the total duration of the interview may vary between 45 minutes and 1 hour and 30 min.

##### d. SESSION METHODOLOGY:

Please review the section “Setting up the recording scenario” to ensure that the room is set up and that the recording session is carried out according to the necessary technical guidelines.

One or several locations where to make the recording should have been found in advance, indoors or outdoors. Excessively noisy or sunny and shady places, as well as backlights and dimly lit places should be avoided, unless we have support lighting. A small scenery with elements such as roll-ups, posters, ...etc. may be created.

The first question of the interview is prepared to reduce the initial nervousness and define a relaxed and friendly overall tone that facilitates communication between participants.

Before starting, all participants (students and staff) must **sign the informed consent** form specifying the purpose and use of the images and data obtained during the interview. The person conducting the interview (IRO staff) welcomes the participants, accommodates them and explains the informed consent document, two copies, while answering any questions that may arise. One signed copy will be provided to the participant and another one will be kept by the IRO staff.

Once the interview is over, dialogues should be written down in text format and sent to the participants so that they can omit some of their contributions if they wish to do so. Of course their wish to omit some statements can also be made explicit during the recording of the interview.

##### e. OTHER INDICATIONS:

In order to facilitate the final editing of the video-pills from this interview are:

- a. Audiovisual support material provided by the participants may be incorporated (e.g. personal recordings made before, during or after their exchange).



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- b. Other audiovisual resources may be used during the edition stage in order to enrich participants' spontaneous contributions during the interview. These may be created *ad hoc* after the interviews or may be obtained directly during the recording sessions.
- c. Materials will be available to exemplify situations, establish comparisons, classifications, describe processes... (markers and sheets of paper will be provided) to make these contributions. It is convenient to facilitate the video recording of the development of the graphic contributions, later it can be reinterpreted with a digital animation.
- d. The need to produce short videos requires the extraction of different parts of the interview. To achieve a better result when carrying out this process, it is advisable to take into account the following points:
  - Avoid visual or sound noise (water bottles on the table, bracelets or elements that may interfere with the recording, put the mobiles in flight mode or turn them off).
  - Avoid abrupt interruptions of other contributions, make it natural. They may ask the rest of the participants to step with some visual indication, e.g., a gesture.
  - Some spontaneous contributions that are somewhat convoluted can be reformulated by the participant himself/herself if necessary, there is no hurry.
  - Attention must be paid to framing, avoid breaking the 180-degree rule or raccord issues in order not to spoil the illusion of sequence in the viewer when the shots must be recorded at different times for whatever reason.

At the end of the interview, we will launch a joint proposal for headlines based on what was said during the interview will be proposed. Feel free to take notes or ideas during the interview to generate them.

#### f. SCRIPT (EXAMPLE OF PROVISIONAL DESIGN):

<b>N</b>	<b>Prospective exchange student</b> Oriented to collect expectations/difficulties/concerns	<b>Exchange student during the mobility</b> Oriented to gather support/difficulties/comparison	<b>IRO Staff<sup>4</sup></b> Aimed at collecting 'the heartbeat' of the Erasmus+ experience from IRO and to introduce if necessary any general recommendation
<b>1</b>	<p>What are/were your feelings in this stage of your exchange? When I think about the first sensations of the exchange it comes to my mind...</p> <p><b>PRESENTATION OF THE INITIAL RESOURCE:</b></p> <p>The objective of this question is to convey to future exchange students the sensations of the first moments of the exchange.</p> <p>To allow other people to access your experience we need to bring to the session a resource or several (a sound, an image, a music, a scene from a movie, a landscape, a sculpture, a character ... whatever) that comes to mind spontaneously when you think about your experience, about those first sensations of 'before mobility'.</p> <p>Keep in mind that it should be something royalty-free. It is useful to mention the film / scene but you must describe or recreate it, you can bring a video, an image, an audio (you can act or reinterpret through animation of objects, if it is music hum or reinterpret, or describe how you experience the experience of the song or music you have chosen, what you see more viable or fun ...).</p> <p>If you have doubts about what you can bring to the interview, ask us. We would like to build a creative resource that helps to situate and empathize with future exchange students.</p>		

<sup>4</sup> Questions written as sentences to be completed. The interviewer may use some of the answers as a link to introduce their contribution from their professional experience as ORI Staff.

<b>N</b>	<b>Prospective exchange student</b> Oriented to collect expectations/difficulties/concerns	<b>Exchange student during the mobility</b> Oriented to gather support/difficulties/comparison	<b>IRO Staff<sup>4</sup></b> Aimed at collecting 'the heartbeat' of the Erasmus+ experience from IRO and to introduce if necessary any general recommendation
<b>2</b>	How did you hear about the Erasmus+ programme?		
<b>3</b>	Why did you decide to do an Erasmus+ exchange?	Why did you decide to do an Erasmus+ exchange?	When I think about the motivations for doing an Erasmus+ exchange...
<b>4</b>	[If you don't mention it...] Do you know any students who have already had this experience? What have they told you?	[If you don't mention it...] Do you know any students who have already had this experience? What have they told you?	When I think about what students tell us about their Erasmus+ exchange experience: - the most recurrent idea is... - what surprises me the most or makes me happy is...
<b>5</b>	What have you considered when choosing your host university?	What have you considered when choosing your host university?	When I think about what students value most when choosing a host university: - the most recurrent idea is... - what surprises me the most or makes me happy is...
<b>6</b>	What can you tell me about all the 'paperwork' you need to prepare for your exchange?	What can you tell me about all the 'paperwork' you need to prepare for your exchange?	When I think about the paperwork they need to prepare, my experience tells me that: - the most common difficulties are... - it is important to remember... - some challenges/opportunities of digitalization are...
<b>7</b>	What is your main fear(s)	What was your main fear(s)	When I think about the main fears that students who are going to go on an exchange transmit to us: -The most common fears are related to... - Our recommendation is...
<b>8</b>	What do you hope this experience will bring you?	What did you expect this experience to bring you?	When I think about what I took away from my Erasmus experience and what other students tell me about their experience: - the most recurrent idea is... - sometimes we forget about... Personal notes: For example: - curiosity and openness to diversity, adaptability and openness to new learning, - problem solving and decision making - global commitment
<b>9</b>	Did you speak the language of the destination country/do you have a level certificate?	Did you speak the language of the destination country/did you have a level certificate?	When I think about the strategies of learning the language of the destination country, what has come to me is... Personal notes:  By example: - Greater opportunities certified language - Integration in destination country (activities)

<b>N</b>	<b>Prospective exchange student</b> Oriented to collect expectations/difficulties/concerns	<b>Exchange student during the mobility</b> Oriented to gather support/difficulties/comparison	<b>IRO Staff<sup>4</sup></b> Aimed at collecting 'the heartbeat' of the Erasmus+ experience from IRO and to introduce if necessary any general recommendation
<b>10</b>	Do you want to add something about the 'before stay' period you are in? About your expectations/difficulties/concerns	Do you want to add something about your experience in that period? About your supports/difficulties	In relation to this I would like to invite future exchange students to... Personal notes:  For example: - Contact with other students - Participate, plan and prepare...
<b>T</b>	To close the interview, we would like you to help us put several headlines that summarize the most relevant of what we have talked about in this interview and that will serve to learn from this experience.		

### 3.4. Post-production

The post-production process is developed once the interviews have been recorded and takes into account the possibility of using resource material produced or selected by the participants in the project.

#### 3.4.1. Audio-visual editing

Content edition of video-pills.

**Script:**

Selection on transcription.

The following procedure is used to select the fragments of the transcript to be used to create the video-pills:

- 1<sup>st</sup> - Selection of key ideas about the content of the video (e.g. 'Stage 1 - Before the mobility').
- 2<sup>nd</sup> - Categorisation of the content of the interview using the key ideas established in the previous step, using the transcript with the temporalisation carried out in the subtitling process. This makes it possible to extract the fragments linked to the same key idea, e.g. Overcoming language barriers (key idea).
- 3<sup>rd</sup> - Synchronisation of the selected video fragments with the corresponding subtitles and editing of the sequences linked to the same key idea.
- 4<sup>th</sup> - Subtitling based on the selected text fragments (using the youtube tool).

**Common format:**

Video-intro or ident bumper animation

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### Audio layout:

- Transcription and selection of content.
- Debugging and selection of audio fragments (*audacity*) of less than 5 min.

### 3.4.2. Recommendations for editing

- Synchronise the audio content with the graphic or audiovisual content as much as possible.
- Use allegories to symbolically reinforce the ideas presented.

### Audiovisual assembly (optional):

- Use the script to note down editing suggestions and graphic resources for the session.
- Generate the video by adding the resource materials available or generated ad hoc to the audio.
- Define labels and titles.
- Set up transitions or bumpers if necessary.

### 3.4.3. Subtitles

- AI utilities: Descript.com / OpenAI Whisper.
- Publish your video and Transcribe YouTube videos automatically:  
<https://www.hongkiat.com/blog/three-ways-transcribe-youtube-videos/>  
<https://youtu.be/RyLA5sMqyr8>
- Download subtitles .srt: <https://youtu.be/UWbBgOhNNEA?t=116>
- Auto Translate subtitles (YouTube): <https://youtu.be/n5vF79WDEks> (review and correct the result if possible). Minimum transcription in local language and in English
- Use audio transcription to create subtitles (.srt) -local language and English-:  
<https://amara.org>

## 4. RESOURCES

This section gathers the resources used in the videos shown as an example, it aims to offer an example of the use of these resources so that each IRO can take into account the minimum requirements necessary to carry out this proposal adapted to their own context. This document takes into account the gradual advance in the provision of communication-related services within universities and the growth in the development of audiovisual production spaces within universities both for the development of distance learning and for the mobilisation of knowledge in audiovisual format. As well as the advance of short video formats in social networks developed basically from mobile phones.

Please note that the different tools and resources mentioned in this manual are only suggestions as examples and any other tool that performs the same functions is perfectly valid.

### 4.1. Identifying University human resources

This is an example of an IRO team devoted to video-pills production:

1. Support team, two people (audiovisual issues, computer issues, graphics, subtitling)
2. IRO staff (interview management, script development...)
3. Expert computer support

### 4.2. Identifying University IT tools / equipment or free tools available on the Internet

An example of the equipment available at the IRO would be:

- One (or two) HD digital video cameras.

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- An external hard disk.
- One (or two) tripod(s).
- Laptops and/or desktop computers.
- Video Editing software (e.g. iMovie, openShot.org, etc.).
- Personal mobile phones (for short video production: outdoor, IRO...).

Universities usually have resources that can be lent to the IRO for this type of activities (cameras, lighting set, audio recorder, microphone equipment, etc.).

Interviews may be carried out with the following configuration:

- Interview format, round table, or video call.
- Three participants (two students and one person from the IRO team).
- In a room set up or in a virtual meeting (video-recorded session).

Here are some examples of equipment that can be used:

### 4.2.1. Audio recording

Good sound quality is also required.

#### Basic software and equipment:

- Audacity<sup>5</sup> for audio selection and debugging of the obtained audio
- Mobile device or recorder without/with lapel microphones.

Audiovisual

### 4.2.2. Video recording

#### a. Software and basic equipment:

- Mobile device / Camcorder
- iMovie / <https://www.openshot.org/> / <https://www.capcut.com/>
- PowerPoint for animations (e.g. ident bumper animation).

#### b. Get audiovisual resource materials:

- Own production\*:
  - indoor / outdoor(university experience / IRO work).
  - Screenshot (web, app...)
  - Some scenes from the audio-recorded session (real scenario)
  - Produced animations (ppt, ...) for the description of processes/procedures....
- For remixing:
  - Creative Commons authorship (different repositories)

## 5. TECHNICAL ASPECTS

### 5.1. Recording recommendations

- Take care of the sound space (avoid noises).
- Take care of the audiovisual space (no distracting elements, too much/too little light...).
- Confirm recording conditions (test recording) for audio and video. Resolve problems encountered.

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<sup>5</sup> <https://www.audacityteam.org/>

### 5.1.1. Recording a video call

In case the recording of a video call is needed it is advisable to use OBS Studio<sup>6</sup> to layout the recording including the name and reference data of the participants (student, IRO Staff, etc.).

### 5.1.2. Define a lead-in and closing for each audiovisual

For the video-intro a short animation (4-5 sec) is recommended.

## 5.2. Technical settings (movie format, type of recording, background guidelines, subtitles)

Some of the possible formats for the development of this recording could be:

1. MP4<sup>7</sup> or H264<sup>8</sup> video format (re-encoding in VLC player for mobile formats)
2. Audio format (MP3<sup>9</sup>, OGG<sup>10</sup>)
3. Background guidelines: neutral backgrounds should be used, then a bug<sup>11</sup> should be added (University logo, University Alliances, ...etc.)
4. Subtitles will be developed from the transcription of the interview (.srt<sup>12</sup>) uploading in stealth mode the video on Youtube (optional: *amara.org*) and using its utility for automatic transcription, automatic assignment of times, translation, etc.
5. Recordings will be planned in advance to foresee possible issues (e.g. undesirable noises) considering alternative options in case a quieter or more suitable place is required.

### 5.2.1. Session organisation for video-pills audiovisual production

- **Recommended duration:** no more than 5 minutes.
- **Title:** choose a descriptive or easy-to-remember title linked to the content of the information pill, can be a literal phrase.
- **Proposed language:** local language with English subtitles/transcription.

### 5.2.2. Setting up the recording scenario

- Before starting the recording, a sound check will be carried out to confirm the optimal conditions of the room where it is being recorded. Participants: introduction (if they do not know each other).
- Prepare the setting and conduct test recordings while they settle in and relax.
- Share a table and provide material to make graphic contributions, diagrams, drawings, maps, etc. that may be useful to visualise the topic or issue that is being presented. Keep this material as a reference for creating ad hoc animations.
- Agree on elements of control of the oral presentation to facilitate the final assembly:
  - How to signal that you want to speak without breaking the naturalness of the dialogue.
  - Provoking the repetition of an idea (in order to record a more structured version if the first presentation has been somewhat convoluted).
  - Avoid overlapping voices. If there are more than two people, one person should be in charge of managing the speaking order.

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<sup>6</sup> [https://en.wikipedia.org/wiki/Open\\_Broadcaster\\_Software](https://en.wikipedia.org/wiki/Open_Broadcaster_Software)

<sup>7</sup> [https://en.wikipedia.org/wiki/MP4\\_file\\_format](https://en.wikipedia.org/wiki/MP4_file_format)

<sup>8</sup> [https://en.wikipedia.org/wiki/Advanced\\_Video\\_Coding](https://en.wikipedia.org/wiki/Advanced_Video_Coding)

<sup>9</sup> <https://en.wikipedia.org/wiki/MP3>

<sup>10</sup> <https://en.wikipedia.org/wiki/Ogg>

<sup>11</sup> [https://en.wikipedia.org/wiki/Digital\\_on-screen\\_graphic](https://en.wikipedia.org/wiki/Digital_on-screen_graphic)

<sup>12</sup> <https://en.wikipedia.org/wiki/SubRip>



# **ANNEX I: INFORMED CONSENT FORM**

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## **IMPROVEMENT PROJECT**

Production of audiovisual resources to improve the exchange experience

*International Relations Office of the University of XXXXXXXXXX*

I, ..... agree to participate in the project "Production of audiovisual resources for the improvement of the exchange experience", directed by XXXXXX, Head of the International Relations Office of the University of XXXXXX.

I declare that I have read (or have had read to me) and understood the conditions of my participation in this study as set out in the attached Information Document. I have had the opportunity to ask questions and these have been answered. I have no doubts in this regard.

Taking all of the above into consideration and under these conditions, I consent to participate in this research and that the data derived from my participation will be used to meet the objectives specified in the document.

\_\_\_\_\_  
Participant's signature

Taking all of the above into consideration and under such conditions, we undertake to respect the confidentiality of the information obtained, using it for the purposes specified above.

\_\_\_\_\_  
Signature of the organizer of the activity

In [place and date], ..... of .....



**ANNEX II:  
INFORMED CONSENT INFORMATION DOCUMENT**

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**IMPROVEMENT PROJECT**

Production of audiovisual resources to improve the exchange experience

*International Relations Office of the University of XXXXXXXXXXX*

You have been invited to participate in the enhancement project "**Production of audiovisual resources for the improvement of the exchange experience**" of the International Relations Office directed by XXXXXXXXX.

This project aims to respond to the training and guidance needs of university students who are considering or have chosen to participate in the exchange experience through the creation of audiovisual content for the development of materials for training and dissemination purposes. It is aimed at promoting Erasmus+ exchange stays and the optimal development of the global competences that the Erasmus+ programme aims to achieve.

In a first stage, the production of audiovisual resources in short format will be carried out with the aim of identifying elements of improvement and at the same time orienting new students and promoting the development of global competences. In a second stage, the audiovisual resources obtained will be integrated into a virtual training proposal open to exchange students from the participating universities with English subtitles.

In order to decide whether you would like to participate in this research, it is important that you consider the following information and ask us any questions you may have:

**PARTICIPATION:** The very nature of the improvement proposal invites you to collaborate and get involved in the development of the audiovisual resource. It is a proposal that is built with the help of the participants, which demands their participation in the agreed session/s. In any case, their degree of participation will depend on their possibilities and their availability for the time it lasts. In any case, their degree of participation will depend on their possibilities and their availability for the time it lasts.

It is possible that different information gathering tools or techniques will be used in which questions related to issues of concern and importance to you around the exchange experience will be addressed. Information will be recorded on audio and/or video to facilitate the collection and analysis of information, with the aim of producing audiovisual resources. In each activity, you will be reminded that this can be recorded in audio/visual format or audio only. As part of your participation in the project we ask you to allow us to take photographs and/or record for educational and dissemination purposes. Under no circumstances will the results be used for commercial or business use.

The personally identifiable data obtained will be kept confidential and the information will only be used by the members of the University of XXXXXXXXX's IRO for training or procedural improvement purposes. The data will always be kept in a safe place in such a way that no outsider can access this information and in strict compliance with the European General Data Protection Regulation (RGPD) and the Organic Law 15/1999 on the Protection of Personal Data.<sup>13</sup>

**RISKS:** Participation in this improvement project does not pose any risk to you or to others.

**BENEFITS:** Participation in this improvement project does not entail any direct benefit or financial reward. Your participation will help to establish alliances with other people, groups or entities within the University of XXXXXXXXXXXXX exchange programmes and can help to disseminate exchange programmes and to make practices visible that contribute to the promotion of exchange stays and to the improvement of the exchange experience of future exchange students.

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<sup>13</sup> Regulation (EU) 2016/679. <https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=celex:32016R0679>



## HANDBOOK

### *IROs Video Pills Handbook - Production of audiovisual resources to improve the exchange experience*

In this sense, the project is in line with the objective of the Erasmus+ Programme 2021-2027 to "promote the educational mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training" as well as helping "to strengthen European identity and active citizenship" and to "increase accessibility and reach out more to people with fewer opportunities".

The resources obtained from the implementation of this improvement project will be housed in a virtual space with a formative intention in order to understand and disseminate their contributions and those of the other participants regarding the exchange experience and the work carried out in the International Relations Office.

You will have access to the transcript of your interview and to the resources obtained related to your participation.

**VOLUNTEERING:** Your participation is entirely voluntary. You are free to answer any questions you wish, to get involved as much as you can in the activities taking place and also to stop your participation at any time. You will not be disadvantaged in any way.

**CONFIDENTIALITY:** All your opinions will remain confidential unless you expressly decide otherwise. In presentations and publications arising from this improvement project, your name will not appear or a pseudonym will be used unless you expressly decide otherwise. Also, as noted above, photographs or recordings may be taken. In this case, it is important that you bear in mind that some people may recognise you and indicate to us, where appropriate, that you do not wish to be identified.

**KNOWLEDGE OF THE RESULTS:** You have the right to know the results of this improvement project. These will be accessible through the website of the International Relations Office, to which you will have access as a participant in the project.

**CONTACT DETAILS:** If you require further information, or wish to contact us for any reason related to this project, please contact the Director of the International Relations Office responsible for this project:

Mr/Ms XXXXXXXXXXXXXXXX  
International Relations Office of the University of XXXXXXXXXXX  
Email: [xxxxxxx@xxxx](mailto:xxxxxxx@xxxx)  
Telephone: XXXXXXXX

University  
Logo

## ANNEX III: INFORMATION ON THE PROTECTION OF PERSONAL DATA (GDPR ARTS. 13 AND 14)

FILE: "STUDENTS AND TITLES" BASIC INFORMATION ON DATA PROTECTION

<b>RESPONSIBLE FOR THE TREATMENT</b>	MANAGER OF THE UNIVERSITY OF XXXXXXXXXXXX
<b>PURPOSE TREATMENT</b>	Administrative, economic and academic management of students enrolled and related to the University of XXXXXXXX or in anticipation of being in the different studies. Management of scholarships and study grants. Quality surveys of the services of the institutional quality system.
<b>LEGITIMATION</b>	Art. 6.1 e) RGPD: Exercise of public powers and mission in the public interest according to Organic Law 6/2001 on Universities and development provisions. Express consent, if any.
<b>RECIPIENTS OF ASSIGNMENTS OR TRANSFERS</b>	Other administrations and public bodies related to the functions of the University of XXXXXXXXXXXX. Collaborating banks. Insurance companies (group accident insurance).
	National and international transfers are foreseen in the case of participation in international mobility programs with consent in the application for participation.
<b>RIGHTS OF DATA SUBJECTS</b>	You have the right to access, rectify and delete the data, as well as other rights, as explained in the additional information.
<b>ORIGIN OF THE DATA</b>	Own interested party. In some cases they may come from schools where students have completed pre-university studies.

Further information on this treatment can be found at the following address: XXXXXXXXXXXX  
(as an example: <http://web.unican.es/RGPD/alumnos-titulos>)

### CONSENT

This request entails the processing of the data provided and those generated in its relationship with the Academic Management Service and the different centers and in general with the University of XXXXXXXX, as well as assignments, international transfers and purposes that are detailed more fully in the **Additional Information** on Protection of Personal Data that is provided.

Once the indicated Additional Information has been read, the presentation of the application with your signature or online validation **implies that you consent to the treatments and assignments indicated in it.**

Name and surname:

Date:

Signature:

## ANNEX IV: AN EXAMPLE OF VIDEO-PILLS MADE BY AN IRO



An example of a video-pill made by the staff of an IRO can be accessed through the following link: <https://bit.ly/3RkUAPI>

## Acknowledgements

### **UC IRO Staff participants**

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Julia Ruiz-López

Lourdes María Morcillo Arias

Pablo Díaz Jubete

Virginia Martínez Cuesta

### **UC Students participants**

Iker Pascual de Zulueta Barandiaran

Marcos Fernández Regaliza

Paula López Bienert

Pilar Carrera Monterde

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Martha Laura Drelon (UPHF)

Victor Le Cam (UPHF)

