eunice

MANAGEMENT | **peer-IR-view**
project

IRO TRAINING VIDEO HANDBOOK

HANDBOOK
IRO Training Video Handbook

INTRODUCTION

The IRO Training Videos Handbook is a manual on how to create a short office training video. Training videos are invaluable tools to prevent the loss of knowledge and experience in an office. Thanks to the Handbook, anyone who is interested can learn how to quickly and at no cost prepare training videos for new employees and other staff members who need to acquire new knowledge.

Short videos will help IRO's newcomers to familiarise themselves with the correct use of the most common tools. They will explain step by step the specific procedures used in the International Relation Offices. For other staff members this handbook could be helpful when a colleague is out of the office. Transferring knowledge, whether to a newcomer or to an officer already working in an IRO, requires time and commitment from other staff, and sometimes even from his or her predecessor(s). Thanks to the videos, the training process will be quicker and smoother. Newcomers will be able to organise their first days in the office without interrupting other IRO's officers, at least to some extent. They will be able to spend more time on topics that are more difficult for them with the possibility to pause and to repeat the recordings. They can spend as much time as they need on a particular topic. This type of training is less time-consuming and less likely to be engaging. Creating the video (or possibly a whole database of videos) may require extra work at the beginning, but it will ultimately save time dedicated for the training period. It is also important to consider that the process will require regular updates (including the creation of a new video if necessary).

OBJECTIVE OF THE TOOL

1. PRE-RECORDING PHASE

1.1. TOPIC SELECTION PROCESS

Choosing the right subject is crucial and should be the first phase. It is particularly important in the context of where the video will ultimately be used and who will be its target audience. Whether it will only be used within the organisation or unit where it is produced, or whether it would also be used "outside", by other institutions (universities, other departments).

The choice of subjects should be based on discussions within the unit.
Brainstorming is always a first step to get ideas and knowledge about what are the most problematic issues and what content would be the most helpful for the team. The discussion within the team will also help to identify in which parts of the unit's work area are most in need of support tools.

It would be a good idea to set some priorities and scales for each topic and on that basis choose the most important and strategic ones. This could be, for example, the topic that the whole team is involved in. This makes it easier to share the content with other units and facilitates the transfer of knowledge.

Videos are a great tool, especially for the younger generations, who are mostly visual. They prefer to watch short, concise videos rather than read texts.

1.1.1. VIDEOS FOR INTERNAL USE

The choice of the topic should be based on an analysis of the current state of the art, taking into account, among other things, the following facts:

Target areas with high turnover rate

Is there a particular subject area that experiences a frequent turnover of employees who constantly need to be trained in the same processes? The frequency of the turnover of employees is the most problematic issue that every unit has to deal with. Selecting video topics related to the area where turnover is the highest will save a lot of time for other team members who would otherwise have to train newcomers on these topics.

Target non-frequently-changing topics

Are there processes that are so stable that they do not require frequent updates? Recording a video is quite time consuming, so frequent updates miss the point. It is assumed that the tool will be useful to the team for as long as possible. It is possible to try to avoid topics that require frequent changes in content, e.g. try to avoid talking about dates or specific periods of time. Of course, this doesn't mean that from time to time, it won't be necessary to record a new video or a part of it.

Target processes with larger employee involvement

Are there processes that involve a larger group of employees, who could use the tool in parallel? The wider the use of the tool, the more useful it becomes, making it more useful.

Target non-backed up processes

When choosing the topic, the areas where there is no backup for the employee should be considered. In case of the absence of the team member who is the only person with the knowledge of a particular subject, the unit may face delays (missed deadlines) and problems in completing the tasks.

Target non-frequent procedures

It is also worth considering things/issues that are not often done in the unit. These are issues that arise only from time to time. In order to avoid forgetting the procedures it would be useful to have already prepared "assistance" in the form of a video.

Target « no-one's » procedures

Issues that are not assigned to a specific employee. Similarly as above: to avoid losing this knowledge in case of turnovers.

The content should be carefully chosen in order to avoid frequent recordings. In case the procedures change, it is necessary to record a new video or change a part of it. The tool is on a PPT presentation and short videos attached to each slide, so if there is a need to change a slide, the recording will not be so time-consuming.

1.1.2. VIDEOS FOR EXTERNAL USE

When creating videos for a wider audience, it is important to consider universal topics that are common to both employees from the home university and partner institutions. There are certainly topics that IROs are familiar with, regardless of the universities they are employed at. Every IRO deals with the following issues:

- mobilities (e.g. Erasmus+ and the videos could cover the topics related to the use of mobility management tools; support for students before, during and after the mobility etc.),
- services for international, full-cycle students,
- organisation of university events, conferences,
- welcoming visiting delegations,
- cooperation with international partners,
- promotion of the university abroad/international marketing, advice on internationalisation strategy,
- supporting international students in the integration process.

1.1.2.1. IDENTIFYING ALREADY EXISTING TRAINING MATERIALS AVAILABLE

In order to select possible sources of information to inspire the creation of videos related to the correct use of the most commonly used tools and the specific procedures of the IROs, it is necessary to review other materials of equivalent content that already exist on the Internet, both to use them as a source of inspiration and to avoid repeating content that someone else has already disseminated.

A good starting point would be to differentiate the type of programme/procedure/tool to be analysed and its different phases or stages.

In the case of Erasmus+ Programme, which is linked to a whole set of specific rules, procedures and online tools, as well as three very distinct phases ("before mobility", "during mobility" and "at the end of mobility"), the first starting point would be to consult the Erasmus+ Programme Guide.
In addition, the Erasmus+ National Agencies can be another source of inspiration when looking for content, as they have informative presentations that complement the information provided by the Erasmus+ Guide. In the case of Spain, for example, SEPIE (Servicio Espanol para la Internacionalización de la Educación) makes available to the public a section with all the presentations used in its information sessions.

National Erasmus+ Agencies from EU countries and National Erasmus+ Offices (NEOs) websites can be other sources of information.

National Erasmus Offices support the European Commission and local authorities in the implementation of Erasmus+ in certain third countries not associated to the Programme (previously called Partner Countries).

Another source of information for developing video content is other similar existing international projects, such as the "Digipass" initiative. This is an Erasmus+ Strategic Partnership project "designed to improve the impact of mobility experiences for students by providing a holistic approach to support online mobility".
Digipass incorporates open educational tools and resources that can provide help for IROs, especially in terms of the support toolkit for academic and administrative staff working in the field of mobility.

Google search engine, other available internet search engines or YouTube can also be a good source of information, i.e. the YouTube channel of the European University Foundation.

1.3. IDENTIFYING THE EXPERT WITHIN THE IRO TEAM

For the videos to be useful, they need to be produced with the support of experts in the relevant field. Therefore, identifying the right expert is a key issue. Depending on the chosen topic of the video, the expert needs to have experience and expertise with the tools used and procedures used in the IRO.

The idea is to present different systems and procedures. They can be related to a daily usage of programmes and systems but also to reporting phases of the grants.

Obviously, the expert must be someone with expertise in the processes to be presented in the videos. When looking for an experienced expert, it should be considered how long she/he has been working with the tools or procedures to be presented. The practical use of the tools is also of crucial importance. It is recommended that the expert has already faced some difficulties or challenges while working in his/her field. The problems he/she has solved could also be presented in the video.

The expert chosen for the task should have a good level of English (B2 or above), if we want the video to be used also outside our organisation.

The availability of more than one expert on a particular topic at the university should also be considered. If there is a group of staff working on particular issues, they may be able to provide an additional opinion on the material produced by their colleagues.

1.4. IDENTIFYING UNIVERSITY IT TOOLS/EQUIPMENT AND TOOLS AVAILABLE FREE OF CHARGE

The aim of the Peer-IR-View project is to create tools that are accessible and usable by the widest possible group of universities. Considering that fact, the choice of the tool for recording a training video was based on its accessibility.
Before selecting the tool presented in the handbook, the research was carried out, including consulting the IT staff members about the possible options. The feedback received made it possible to check what costs should be expected when using the recommended software. Some of the options were available free of charge, but most were only available in a trial version. Possible options to consider were:
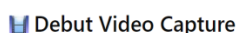
1. OBS Studio - a cross-platform programme that is used for both recording and streaming.
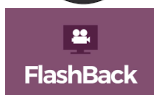
2. FlashBack Express – allows to capture any screen activity with audio in one click and instantly share the recording to the web.

3. Apowersoft Free Online Screen Recorder - free online screen recorder can capture browser activity, including both screen and webcam.

4. Debut Video Capture - a professional tool for recording video sequences from the desktop screen or recording devices such as cameras.

5. ShareX - a free and open source program that lets you capture or record any area of your screen and share it with a single press of a key.

6. Screencast-O-Matic - a screencasting and video editing software tool that can be launched directly from a browser. The software has been widely used in the education sector to support video creation for flipped classrooms, bi-directional student assessments, lecture capture, and student video assignments.

In addition to the tools usually used for video recording, Microsoft PowerPoint (PPT) was also one of the identified ones. It is free of charge and it is easily accessible to all the universities. It does not require specific IT skills to use and is a commonly used tool in most institutions. The advantage of this particular option is that there is no need for IT support and only a basic knowledge of PPT is required. The only support from the IT team is to install the software on the computer and/or provide the IT equipment.

This handbook presents the Microsoft PowerPoint as the best option for video recording in office mode to record the use of the processes that need to be presented on the screen (operating of IT systems, access to data, work on specific documents, etc.).

1.4.1. IT EQUIPMENT NEEDED

To create a video tutorial using Microsoft PowerPoint, the following equipment is required:
   a. computer/laptop,
   b. access to the internet,
   c. microphone,
   d. headphones/speakers,
   e. PowerPoint licence,
   f. PowerPoint programme installed - PowerPoint 2013 update version (KB2956149), PowerPoint 2016 and newer versions.

2. RECORDING PHASE

2.1. TECHNICAL SETTINGS

Microsoft PowerPoint is used by the majority of institutions. There is usually no need to download or install it because it is already in use. Microsoft PowerPoint is a user-friendly and intuitive programme. The manual is available on the Microsoft website.

After identifying the tools, Microsoft PowerPoint proved to be the most useful from the IRO perspective.

2.2. FINAL STEPS AND PRODUCTION

To prepare a video material, the following steps are recommended:
   1. Choose a subject related to the knowledge that should be preserved in your office.
   2. Choose a suitable staff member that could be an expert in the proposed field.
   3. The expert prepares the scenario of the presentation.
   4. Prepare the Microsoft PowerPoint presentation on the given subject.

5. Open the website etc. that will be presented in the video.
6. To show how to use the tool, insert the *screen recording* option available in the "Insert" options" menu. Detailed video manual is available on Microsoft Office Support website: Record your screen in PowerPoint - Microsoft Support
7. Record the audio using the guidelines separately for each slide. This will allow you to change the order of slides afterwards if needed (choose "Insert audio" from the Menu). Detailed video manual is available on Microsoft Office Support website: Add or delete audio in your PowerPoint presentation - Microsoft Support
8. Save the presentation in the mp4 format.

3. POSTPRODUCTION

The video can be published on the website of the particular university or on the YouTube channel. YouTube allows to add a translation and subtitles to the movies. This option could be used if the video is made in a native language as well as for internal purposes.

3.1. INTELLECTUAL PROPERTY AND GDPR PROCEDURES

Given that video tutorials only record the voice of an expert, it is not necessary to go deeply into GDPR procedures. However, it should be taken into account depending on national and university procedures.

4. CHECKLIST

Useful checklist to verify if all necessary steps are done.

	Tasks to be carried out	Done?
1.	topic is selected	
2.	IRO expert is identified	
3.	scenario is prepared	
4.	microphone is checked	
5.	PPT is tested	
6.	working area for the recording is prepared	
7.	the website/IT system that is going to be shown, is checked and is working	
8.	the presentation is saved as mp4 file	