

Schedule of work

	Content	Goals of particular workphase	Detailed instructions and didactic suggestions	Time
Block 1 introduction and overview	Introduction of modul 1 Why digital skills do make sense and why this module matters?	explain the aims and structure/content of the unit: have an overview of the use of digital audio skills How to make use of digital audio skills in further second step trainings	Introduction by trainer Talk about computer knowledge of participants	10 min
	What are digital skills in relation to radio production? 1 basic computer skills (required) 2 digital recording 3 digital editing 4 dissemination (options how to use the product) 5 exchange (archives) 6 live audio streaming	Have an overview of digital skills. Define relevant skills for the participants work, regarding their previous experiences, work circumstances, resources.	Brainstorming, (examples) for the need of digitalisation	20 min
Block 2 recording				
	introduction into recording equipment: cassette- recorder, dat-recorder, minidisc; computer, mp3- recorder, laptop. Participants learnt how to record in unit I: participants record a small piece of audio or use recordings made in unit I – exercise: record audio material to be used later in the day (editing).	Overview of recording equipment Record pieces of voice	Explanation by trainer, demonstration of equipment, handout on comparison of the equipment exercise in pairs or groups of three.	20 30
break				10

Block 3 editing	Talk about editing: What is it? What do we use it for? What can be done with it? Why is responsibility relevant? What are journalistic ethics?	instruct participants how audio material can be handled digitally	Explanation by trainer	30
	Practical part: Preparatory steps: <ul style="list-style-type: none"> - listen carefully to the material - make notes - select clips 	usual journalistic procedure	Explained by trainer	15
	digitizing of material using the programme Audacity 1. to transfer recorded material into computer mentioning different possibilities 2. to explore basic principles of the software 3. to produce a small piece of radio programme, which can be a jingle, vox pop, interview... 4. to save the product 5. to listen to the products	hands on practice of one example of editing software	Demonstration and exercise: trainer and participants do the same steps simultaneously using the same material (or not)	150
	Lunch break	lunch break	lunch break	60
	Overview and comparison of different editing software	advantages and disadvantages of different software.	Overview given by trainer, Handout	15
	Access to equipment: -where can you rent equipment in your area? - who offers the use of computers?	Information on local possibilities	information by trainer	10

Block 4 dissemination	<p>What options are available to disseminate/publish the product?</p> <p>1. broadcast:</p> <ul style="list-style-type: none"> a) play directly from computer using digital audio players (winamp, real player, xmms, ...) b) create a cd and play from studio c) load it onto a server, archive <p>2. internet:</p> <ul style="list-style-type: none"> a) archives, platforms b) website / weblog / podcast / wiki- <p>if participants are experienced: practical exercise on setting up a weblog or podcast or wiki</p>	<p>What can be done with a final digital audio product</p> <p>Participants experience the use of one of these digital tools</p>	<p>Trainer and participants think of dissemination possibilities together</p> <p>Hands on exercise of trainer and participants following simultaneously on own computer</p>	<p>60</p> <p>optional: trainees are very experienced in the use of computers or know how to edit, time-shift of 90 Minutes from block 2: 150 min.</p>
break				10
Block 5 reflection/ feedback/ conclusion	<p>Feedback on how useful the proposed digital tools are for further training and work</p>	<p>Find out about the impact of the training unit</p>	<p>Written: participants define which way of dissemination seems suitable for their work</p> <p>Oral: participants define the relevance of digital recording/editing for their work</p> <p>Trainers feedback on their impressions: good and difficult</p>	<p>45</p>
				total time: 8 h