

# SeniorVlog

INSPIRING AND EMPOWERING SENIORS  
TO BECOME VLOGGERS AND CONQUER THE INTERNET

Training program



SENIOR  
VLOG



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## TABLE OF CONTENTS

<b>GENERAL INFORMATION ABOUT THE SENIORVLOG PROJECT .....</b>	<b>5</b>
PROJECT AIMS .....	5
TARGET AUDIENCE .....	5
PARTNERSHIP .....	5
TRAINING CURRICULUM DESCRIPTION .....	5
TRAINING METHODOLOGY .....	7
GAMIFICATION .....	7
<b>MODULE 1: BEING A VLOGGER .....</b>	<b>8</b>
CHAPTER 1.2.: BEING A VLOGGER .....	9
INTRODUCTION TO VLOGGING .....	9
CHAPTER 1.3.: COMMUNICATION .....	12
CHAPTER 1.3.: CHANNEL CHOICE .....	15
VLOGGING CHANNEL.....	15
Tips to create own channel.....	16
CHAPTER 1.4.: MOST POPULAR TOPICS.....	19
DATA FROM INTERNATIONAL AND NATIONAL REPORTS.....	19
CONTENTS .....	20
CHAPTER 1.5.: SKILLS AND COMPETENCIES.....	24
VLOGGING SKILLS.....	25
Storytelling.....	25
Content creation.....	27
Personal branding.....	27
GOOD PRACTICES IN VLOGGING .....	27
Worksheet 1 .....	28
REFERENCES for module 1: .....	29
<b>MODULE 2: SHARPENING YOUR DIGITAL SKILLS.....</b>	<b>30</b>
CHAPTER 2.1.: RECORDING EQUIPMENT: HARDWARE & SOFTWARE .....	32
INTRODUCTION TO RECORDING .....	32
Hardware.....	34
What Type of Vlogger are you? .....	35
RECORDING SOUND .....	37
LIGHTING .....	39
ADDITIONAL EQUIPMENT .....	40
SOFTWARE.....	41
PIMP YOUR SMARTPHONE .....	42

CHAPTER 2.2: VLOG PRODUCTION AND POSTPRODUCTION.....	44
Introduction of filming.....	44
LET'S FRAME!.....	44
CAMERA MOVEMENT & MASTERSHOT .....	46
CHAPTER 2.3: HOW DO ALGORITHMS WORK .....	48
INTRODUCTION OF ALGORITHMS .....	48
INTRODUCTION TO YOUTUBE .....	49
CHAPTER 2.4: INTERACT WITH YOUR AUDIENCE .....	58
INTRODUCTION OF AUDIENCE.....	59
MARKETING STRATEGIES IN A VLOGGING CONTEXT .....	60
COMMUNICATION STRATEGIES.....	64
CONTENT OUTSOURCING.....	68
references for module 2: .....	70
<b>MODULE 3: SHAPING YOUR VLOGGING.....</b>	<b>73</b>
chapter 3.1.: Introduction & plan your vlogging .....	74
INTRODUCTION OF VLOGGING PLAN.....	74
PLAN FOR OWN VLOGGING .....	76
Learning activity 1- Part3: Get to know myself as a vlog producer .....	78
Activity 3.2. ....	79
Learning activity 2: My vlog format.....	79
CHAPTER 3.2.: PREPARING ROUTINE AS A VLOGGER .....	80
PREPARING ROUTINE AS A VLOGGER .....	80
Activity 3.3. ....	81
Learning activity 3: Market Research.....	81
PLAN THE FUTURE AS VLOGGER .....	82
Activity 3.4. ....	82
Learning activity 4 : “ In five years, which progressions I want to have in my vlogging?” .....	82
EARNING MONEY ON VLOGGING.....	83
References for module 3:.....	84
<b>MODULE 4: VLOGGING IN A WIDER INTERNET CONTEXT .....</b>	<b>85</b>
CHAPTER 4.1.: MEDIA AWARENESS .....	86
INTRODUCTION TO MEDIA AWARENESS.....	86
BIASED LANGUAGE .....	87
Activity 4.1. ....	88
Learning activity 3: Biases language and alternatives .....	88
MEDIA VS. PRESENTERS/FAMOUS JOURNALISTS.....	88
Activity 4.2. ....	92
Learning activity 4: Backpack journalism .....	92
CHAPTER 4.2.: LEGAL RIGHTS AND ASPECTS .....	93
PRIVACY AND COOKIES .....	93



Activity 4.3. ....	96
Learning activity 5: Online search for cookies.....	96
COMPUTER CRIME AND FRAUD.....	97
INTERNET GOVERNANCE .....	97
CHAPTER 4.3.: INTERNET SECURITY .....	98
introduction to the internet security .....	98
TYPES OF CYBERSECURITY THREATS.....	98
Eight simple steps for online security .....	100
Activity 4.4. ....	101
Learning activity 6: Security during vlogging.....	101
REFERENCES of Module 4:.....	102



## GENERAL INFORMATION ABOUT THE SENIORVLOG PROJECT

### PROJECT AIMS

This project SeniorVlog aims at improving the lives of elderly people by better preparing them to fully use the possibilities of the Internet and become more visible in social media.

The project includes and activates senior citizens in taking charge of their future, creates and develops flexible learning offers adapted to the learning needs of disadvantaged adults who may be at risk of age-discrimination.

The program promotes social inclusion and offers new adult education opportunities, particularly for senior adults with a lower level of digital skills, ICT knowledge and competences and for employees of Partner organizations – now with a chance for a new opportunity and innovative Vlogging mentor/educator role.

**The project will bring the following tangible results:**

1. An innovative comparative research **and report on social media presence of Senior Vloggers**
2. **SeniorVlog Training Program Curriculum** including IT workshops, basic and advanced digital skills development for seniors to independently create vlogs and social media content based on their passions and plans
3. **Mentoring Guidebook and recommendations for Senior Vloggers.** Training and mentoring approach in building specific digital skills of senior adult learners interested in moving one step further to become a social media community fully-fledged content-creating valuable citizen and not only passive consumer of online content
4. **Senior Vlogging Guide” – online version.** An innovative interactive self-study training online for a wider audience.

### TARGET AUDIENCE

- ▶ elderly people
- ▶ senior adult learners
- ▶ adult (ICT) educators in NGOs, senior activity centers or other education
- ▶ adult Internet users willing to start Vlogging, with no strict age limits

### PARTNERSHIP

The SeniorVlog Project Partnership consists of organizations that have long been involved in adult education including seniors' development support and mentoring:

- ▶ PCG Polska Sp. z o.o. (the Coordinator) from Poland,
- ▶ Exelia E.E. from Greece,
- ▶ Cyprus University of Technology from Cyprus,
- ▶ Aproximar from Portugal and
- ▶ Anziani e non solo from Italy.

### TRAINING CURRICULUM DESCRIPTION

#### TRAINING GOALS

This Training will improve access to life-long learning activities for people at risk of social exclusion, it will decrease age and technology discrimination.

The SeniorVlog Training curriculum is designed to break the digital barrier of “the big world of social media” and the stereotype of Vlogging as reserved for relatively young people. It intends to empower seniors by ameliorating their ICT skills and building self-confidence, by providing them with an innovative continuous improvement opportunity – a fresh package of skills and new competences. The SV Program aims at improving the digital competences of its participants: the senior adults' educators and the end-users – senior adult learners.

The program curriculum is transferable – easy to use by other senior education organizations.

The SeniorVlog Training and Mentoring Program offers a structured approach to equipping senior adult learners and at the same time Internet users with key digital competences and skills allowing them to become Vloggers visible in the Internet community just as senior citizens are more and more visible in our “real world” societies.

## LANGUAGE

The training materials will be developed in English and translated to all partner languages: Italian, Portuguese, Greek and Polish.

## LEARNING GOALS

The goal of the SeniorVlog Training Program is to:

- ▶ ameliorate specific digital skills,
- ▶ build self-confidence, make learners more comfortable with the omnipresence of technology and online services,
- ▶ encourage and support full-fledged users and creators of Vlogs online.

## DURATION AND CONTENTS

The face-to-face (synchronous) training is expected to last at least **24 hours** and it is articulated in four modules. It is advised to divide the training and meetings into smaller lessons starting from 2 hours each, which will give the participants a chance to absorb the knowledge and practice the new skills in videomaking.

Contents of the modules will be the following:

### 1. Module 1: Being a vlogger

- . What is vlogging
- . Channel choice
- . The most popular topics for vlogs
- . Skills and competencies needed to become vlogger
  - . Good practices in Senior Vlogging

Aim of Module 1: Younger and Senior Youtubers videos as triggers for comparison discussions and inspirations for Seniors.

Duration of Module 1 is 4 hours.

### 2. Module 2: Sharpening your digital skills

- a. Recording equipment: hardware and software
- b. Vlogs production and post-production
- c. Algorithms
- d. Interact with your audience

Aim of Module 2: basic and advanced digital skills development for seniors to independently create vlogs and social media content.

Duration of Module 2 is 12 hours.

### 3. Module 3: Shaping your vlogging

- a. Vlogging according to own interests – self-assessment
- b. Plan for own vlogging
- c. Earning money on vlogging

Aim of Module 3: Preparation for retirement from working life – plans for the vlogging future, upcoming content production.

Duration of Module 3 is 3 hours.

### 4. Module 4: Vlogging in a wider Internet Context

- a. Theoretical background
- b. Media awareness
- c. Legal rights and aspects

## d. Internet security

Aim of Module 4: Gain knowledge about the pros and cons of using the Internet.

Duration of Module 4 is 5 hours.

## TRAINING METHODOLOGY

The training will adopt a combination of **short theoretical / input sessions, a lot of visual aids and examples, case studies** from national contexts and **practical exercises** / active learning activities to engage seniors to practically apply the ideas they have learnt.

Input session should be based on the Power Point presentation and its notes. It should be short just to introduce and help contextualize the topic. The main goal of the lecture is to introduce the participants to the next practical activity.

There is a crucial role of the Trainer (and a Mentor) to engage students with the course material through discussions, video making, Internet quests and gamification methods. Following the input sessions, participants will have a chance to earn stars and skills or thematic badges, work on their own, in pairs and groups to practice vlogging.

We recommend that participants be provided with notebooks in which to take their own notes about the course. It is important that they carry the notebooks to each class - the collected information about the course in one place will easily serve the participants to organize their knowledge about vlogging.

## GAMIFICATION

The teaching will include simple elements of **gamification methodology** added to the training delivery methods and described in each module script.

### *Gamification details*

Badges/Stars	Module 1	Module 2	Module 3	Module 4	Total
Stars	28 ☆	50 ☆	10 ☆	12 ☆	100 ☆
Badges	1 🏆	3 🏆		2 🏆	5 🏆
Congrats Badges	1 🎉	1 🎉	1 🎉	1 🎉	4 🎉

The recording of stars and badges can be done by the trainer leading the course or directly by the participants of specially prepared formats.



## MODULE 1: BEING A VLOGGER

Title	<b>Being a vlogger</b>
Learning outcomes	<p>In this module you will learn:</p> <ul style="list-style-type: none"> <li>• What's vlogging/why vlogging</li> <li>• How to communicate properly</li> <li>• What's a channel/what's a content</li> <li>• Tips to create our own channel</li> <li>• How to discover contents ideas</li> <li>• Skills in vlogging (digital skills and storytelling approach)</li> </ul>
Badges to gain	<p><b>The badges that could be gained in this module – 1 badge + 1 congrats badge</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 1.3. Most popular topics</b></li> </ul> <p>🎯 1 badge for submitting homework – <u>Activity 1.5. Daily vlogs</u> BADGE “WELL DONE”</p> <p>🎯 <b>1 CONGRATULATION BADGE AFTER EACH MODULE</b> for each participant a badge for attendance at all classes in each module</p>
Starts to collect through the Module	<p><b>Number of STARS that will be given in the module for a chosen activity – max 28 stars</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 1.1. Being a vlogger</b></li> </ul> <p><b>7 ☆</b> for completing a group exercise – <u>Activity 1.1.</u> (slide 12)</p> <p>Each category they complete correctly will be worth 1 point, with a total of 7 points per group member if they manage to complete a correct analysis for all 3 vloggers.</p> <ul style="list-style-type: none"> <li>• <b>Chapter 1.2. Introduction – Communication – max. 8 stars</b></li> </ul> <p><b>4 ☆</b> for a class-room activity - <u>Activity No 4.1.</u></p> <p>The examples of verbal and non-verbal communication</p> <p><b>4 ☆</b> for a class-room activity – <u>Activity No 4.2.</u></p> <p>The examples of Communication barriers.</p> <ul style="list-style-type: none"> <li>• <b>Chapter 1.3. Channel choice</b></li> </ul> <p><b>1 ☆</b> for submitting homework – <u>Activity 1.3.</u> (slide 28)</p> <p>Let's make some reflections about our channel!</p> <ul style="list-style-type: none"> <li>• <b>Chapter 1.4. Most popular topics</b></li> </ul> <p><b>9 ☆</b> for each category of vlog identified – <u>Activity 1.4.</u> (slide 43)</p> <p>Find one vlogger for at least three categories.</p> <p><b>3 ☆</b> for top ranking from the storytelling video – homework following <u>Activity 1.6.</u> (slide 53).</p> <p>Tell me your story.</p>



**Pre and Post Test Questions**

1. Vlogging is the activity or practice of posting short videos to or maintaining a vlog online TRUE / FALSE **(T)**
2. The vlogging videos are all different, so it is difficult to analyse them TRUE / FALSE **(F)**
  - There are some key features that all vlogging videos usually have: theme, style, type of channel, duration, format.
3. A channel is a “place” where I can share my contents in a way I decide TRUE / FALSE **(T)**
  - Your channel is unique and an expression of yourself. Being authentic is one of the best tips to keep in mind when creating vlogging content
4. Published content should always address different themes to make it more interesting TRUE / FALSE **(F)**
  - You can choose a topic that you are particularly interested in or inclined to; the theme need not always be different. The macro-areas usually most addressed are: Daily vlogs, reviews, opinion vlogs, music vlogs, educational vlogs, motivational vlogs, tech vlogs, travel vlogs and informative vlogs.

## CHAPTER 1.2.: BEING A VLOGGER

Lesson/Section 1	Being a vlogger
Duration:	60 minutes <ul style="list-style-type: none"> <li>• Being a vlogger – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 1.1. – 30 min</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, Smartphone, speakers, lighting, paper, flipchart, markers, post-it, papers, pens
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_1_Being a vlogger Being a vlogger – slides 1-12
Videos to make or Apps /Devices to test	N/A
Worksheets	Worksheet No.1

## INTRODUCTION TO VLOGGING

### WHAT’S VLOGGING?

Vlogging could be described as the activity or practice of posting short videos to or maintaining a vlog online (Oxford Language). Video blogs, or vlogs, are an increasingly popular way for content creators, people who share some of their interest through videos, images or text, named contents, to share their experiences and opinions. When vlogs are published to major platforms like YouTube or Instagram, they can build a fan following over time and potentially even earn income through advertising partnerships ([Adobe](#)).

### WHY VLOGGING?

However, vlogging is more than just a form of video documentation and publication on online platforms, it is a form of expression of one's creativity and identity. In recent years, it has become a way of engaging the public and enhancing one's social media presence. According to EUROSTAT, 54% of

EU-27 adults (17-64) use social media regularly, while only about 18% of the elderly population (65-74) are active in these media. This results in a lower representation of demands, problems and points of view. Our aim is to offer the necessary tools to use the full potential of the Internet and become more visible on social media, providing those key digital skills needed to become Vloggers in the digital community.

### THEME

The first thing to do is to decide on the topic of your vlog.

- ▶ What will be the main topic on which your video will be based?
- ▶ Is it a topic you know and have a lot to say about?
- ▶ What are your competitors or people who have dealt with the topic before you?

The advice to keep in mind is not to deal with topics with small following or to focus your vlogs on unfamiliar topics or areas in which many other people have already entered. The secret to success is to create a vlog on a subject you are passionate about. That way working on new videos will always be a pleasure.

### STYLE

Finding your own style means answering these questions:

- ▶ What should I say in the video?
- ▶ How should I say it?

It will be your choice to decide whether to shape the channel in a humorous way, or to provide more serious advice/explanations to those who follow you, to make it a story about everyday aspects, or to take those who follow you with you to specific moments in life. At the beginning of your activity it is quite likely that you will need to do some testing. Once again, spontaneity wins out over deciding on particular 'scripts'.

### CHANNEL

The choice of platform to publish a vlog is another factor to consider. Ask yourself which channel you want to use to upload your videos: YouTube is the primary choice, given its almost 'entrepreneurial' structure. Moreover, YouTube is the second largest search engine in the world, so using it as a platform can give you many advantages. But don't forget to also share your videos on other platforms to further expand your reach.

### DURATION

How long should the video last?

The duration varies extremely from platform to platform!

The survey published by Social Bakers, carried out on a sample of the American public, shows that videos lasting between 16" and 120" alone account for 50% of total views. The most successful videos seem to be around 2 minutes, after which the videos seem to register far fewer views. If you have collected a lot of material, you may consider publishing more 'episodes'.

### FORMAT

The use of introductions, music, effects, graphics are all part of the format you want to give your channel, so that it is recognisable among the different channels on the web. Explore what others are doing, try to understand what might be suitable for your project and curate it in detail. The same applies to your channel. On YouTube you have the possibility to insert graphics and organise content differentiating it for subscribers and new visitors. On Instagram this implies ordering the feed (i.e. your 'homepage') in a thought-out and organised way.

**Activity 1.1.***Learning activity no 1: Let's analyse vlogging categories*

<b>Learning activity</b>	<b>Analysis of vlogging categories – CLASS ACTIVITY</b>
<b>Description</b>	<p>Analyze together the videos you have just seen. Keep in mind the key features that all vlogging videos usually have: theme, style, type of channel, duration, format.</p> <p>To analyze their channels, consider a few elements:</p> <ul style="list-style-type: none"> <li>▶ Characteristics: what characterizes the channel? What distinguishes it from others?</li> <li>▶ Style: does the vlogger have its own style (e.g. humorous, informative, cinematic, etc.)?</li> <li>▶ Theme: is a specific theme chosen for one's vlog?</li> <li>▶ Duration: do the videos have a constant or variable duration?</li> <li>▶ Music: is there music in the videos? What kind of music?</li> <li>▶ Effects: does the vlogger use animation effects in his/her videos?</li> <li>▶ Comments: Does the vlogger interact with the audience?</li> </ul> <p>Let the participants try first! They have to analyze these 3 vloggers according to the categories described above.</p> <p>Divide the participants into 2 groups. Give each of the groups 3 tables (one for each vlogger) showing the categories: Characteristics, Style, Theme, Duration, Music, Effects, Graphic. Ask participants to choose one of the three famous vlogger and give 20 minutes to analyse some of the vlogs and then ask the two groups to compare.</p> <p>Suggestion: Tell participants to see 1-2 minutes of various vlogs and not focus on one video in order to better analyse the common characteristics and to just one of the most popular vlogger.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· awareness of different categories of vlogging</li> <li>· thoughts exchange</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· 30 min</li> </ul>
<b>Worksheets/ Resources needed</b>	<p>Participants' smartphones Worksheet 1</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>7 ☆</b> Each category they complete correctly will be worth 1 stars.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>Non badges for this activity</p>

**CHAPTER 1.3.: COMMUNICATION**

Lesson/Section 1-2	<b>Communication</b>
Duration:	50 minutes <ul style="list-style-type: none"> <li>● Introduction – 10 minutes</li> <li>● Communication – 40 minutes including: <ul style="list-style-type: none"> <li>○ Activity 4.1. verbal and non-verbal communication – 15 min</li> <li>○ Activity 4.2. communication barriers – 15 min</li> </ul> </li> </ul>
Resources needed:	Flipchart to note the types of communication and communication barriers – filters
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_4_Vlogging in the wider Internet context <ul style="list-style-type: none"> <li>● Introduction – slides 1-4</li> <li>● Communication – slides 5-12</li> </ul>
Videos to make or Apps /Devices to test	N/A
Worksheets	Portfolio.

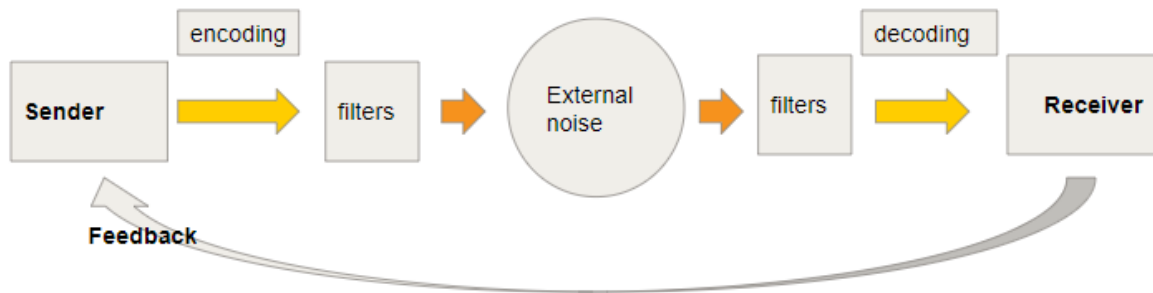
**INTRODUCTION**

Even though vlogging requires both skills that can be learned and basic hardware and software to get a vlogger started, one must be cautious regarding the content of the vlog. Some issues that may emerge include security issues, legal rights as well as communication means that will keep their audience while showing respect for their particularities. Vloggers should possess basic knowledge regarding media awareness in order to be able to communicate with their audience effectively.

**COMMUNICATION**

Communication has been described as the act of transferring information from one person, place or group to another. There are various forms of communication, including writing, verbal, non-verbal and visual. Visual and verbal messages might cause difficulties in communication as the verbal message might not go along with the visual message due to body language. It is therefore prominent that vloggers should keep that in mind for effective communication.

Communication as a process needs at least one sender, one receiver and the message. According to the Oxford English Dictionary communication includes the “successful conveying or sharing of ideas and feelings” and not just the exchange of information. Communication starts with encoding of the message from the sender and ends with the decoding from the receiver. During the communication process, the message passes through the filters of the sender and receiver and might be affected by external noise (Picture 1). It is the sender’s obligation to minimize these communication noises and ensure that the message received will be clear and without filters (i.e. superstitions) by either side.



Picture 1.2.1: The communication Process

Communication can be either verbal or non – verbal.

Verbal communication includes the use of words to transfer the message to the receiver and can be oral or written.

Oral communication includes communication through voice chat, videoconferencing or through mobile phones. Written includes the use of letters, documents, text message, emails, social media etc. Nonverbal is a wordless communication, as it does not use words but signals. Signals can be facial expressions, eye contact, body language, gestures, appearance, the volume of voice etc.

### Activity 1.2

*Learning activity 2: Verbal and non-verbal communication*

<b>Learning activity</b>	<b>Verbal and non-verbal communication</b>
<b>Description</b>	Participants work altogether and brainstorm what are the signals of verbal and non-verbal communication. Trainer explains differences if it's needed.
<b>Goal</b>	What participants have to archive: - Knowledge about both type of communication
<b>Duration</b>	How long does this activity take? 15 minutes
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <b>4 ☆</b> for a class-room activity – <u>Activity No 4.1.</u> For each correct answer a participant gets star.
<b>Badges</b>	How many badges a participant can get for this activity? And for what? There is no badge for this activity

Vloggers should keep in mind that visual communication might not go along with verbal communication due to body language. This could affect the effectiveness of communication with the delivery of the wrong message. Non-verbal communication should complement verbal communication in order to avoid confusion.

### Activity 1.3.

#### *Learning activity 3: Communication barriers*

<b>Learning activity</b>	<b>Communication barriers</b>
<b>Description</b>	Participants work in two groups and try to figure out what kind of barriers can be in communication. They write it down on paper/flipchart. After that each group presents a result of work
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>- Overview what barriers are in communication</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <p>15 minutes</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>4 ☆</b> for a class-room activity – <u>Activity No 4.2.</u></p> <p>Each group get 4 stars to divided to 1 star for each the member of group.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>There is no badge for this activity</p>

*Vloggers should keep in mind that visual communication might not go along with verbal communication due to the body language. This could affect the effectiveness of communication.*



**CHAPTER 1.3.: CHANNEL CHOICE**

Lesson/Section 2	Channel choice
Duration:	60 minutes <ul style="list-style-type: none"> <li>● Channel choice – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 1.2 – 10 min</li> <li>○ Activity 1.3. – 30 min</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, Smartphone, speakers, lighting, paper, flipchart, markers, post-it, papers, pens
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_1_Being a vlogger <ul style="list-style-type: none"> <li>● Channel choice – slides 13 – 28</li> </ul>
Videos to make or Apps /Devices to test	Let's try to open a channel class for submitting homework – <u>Activity 1.4. (slide 28)</u>
Worksheets	N/A

**VLOGGING CHANNEL****WHAT'S A CHANNEL?**

A vlog is a creative way to share your experiences online. Video blogs, or vlogs, are increasingly used by content creators to share experiences and opinions. Although vlogging overlaps with other types of 'talking' videos, it is definitely a medium in its own right. Most vloggers also use platforms such as Instagram or Twitter to interact with their viewers and increase their following. It is also a very easy way to spread the word about your channel. Following and commenting on other people's profiles is a good way to start getting people to notice yours, which in turn might lead them to watch your video. Another thing you can do to attract new viewers and subscribers is to make your channel unique and express yourself through it.

Adding a profile picture, a banner and creating playlists of your videos helps. Normally in order to create a channel you need to set up an account on social media such as YouTube or Facebook etc. and start to create content.

**WHAT'S CONTENT?**

If you are new to creating video content, you will need to set up an account on a vlogging platform: many vloggers use YouTube. To start sharing your experience online, follow these steps: 1. Choose a topic or field you like to talk about. 2. Plan your first vlog by writing a script or a short description of the ideas you want to share.





**Activity 1.4.***Learning activity no 4: Let's try open a channel class*

<b>Learning activity</b>	<b>Let's try open a channel class – CLASS ACTIVITY</b>
<b>Description</b>	We can create together with the entire group a class channel in which they can publish during the course or if you feel that the group you are addressing has the necessary tools, you can ask each participant to open his or her own channel, using the insights addressed below.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· group gets space to share films and files</li> <li>· knowledge how to open and manage a vlogging channel</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· 30 min</li> </ul>
<b>Worksheets/ Resources needed</b>	N/A
<b>Stars</b>	How many stars a participant can get for this activity? And for what? Non stars for this activity
<b>Badges</b>	How many badges a participant can get for this activity? And for what? Non badges for this activity

**TIPS TO CREATE OWN CHANNEL****BE YOURSELF**

When you are being yourself in your videos, you begin to become comfortable with yourself. The danger of not being yourself is destroying trust with your subscribers. If you try to be someone else in your videos, that means you'll be acting in front of the camera every day. That can become tiring and boring.

Invest time and effort into vlogging because you are passionate about it. Don't be in it for the money. Because when you realise that your vlogs aren't getting you money, you can get pretty upset.

**CONSIDER YOUR AUDIENCE**

Are you reaching out to the younger people? Older people? What are you going to be vlogging about? Consider these questions before making your way onto YouTube.

**DON'T HIDE EMOTIONS IN YOUR VIDEOS**

Vlogging is like your diary. You show your emotions and tell your audience how you feel. Don't get on camera and act happy when you know you are feeling bad. Tell your viewers how you're feeling.



**SURROUND YOURSELF WITH POSITIVE PEOPLE**

Allow people into your life only if they are there to motivate you, not bring you down. When people are always criticising you, sometimes that can affect your day and potentially ruin your mood. Talk things through with your family. See if they want to be in your vlogs. Ask them questions and see if they are okay with you letting them on the vlogs.

**CONSIDER THE RELATIONSHIP YOU'RE IN**

Sometimes, putting your life on the internet may not always be suitable for your partner. Talk it through with your partner and see if it's okay! There are dangers of vlogging your life on YouTube when you are in a relationship, because viewers are prone to criticising it whether or not they know it. It will sometimes make you doubt your relationship. Another danger is "not knowing." Sometimes, having a relationship with a person while on camera can become confusing. You will end up trying to figure out if you really love that person, or if your love for that person is only for the camera. Consider your relationship before making the step to become a vlogger.

**START WITH SMALL STEPS**

**When you first start your vlogs, don't expect to gain one million subscribers in one day.** Technically, when you first get on YouTube, you're probably like, "Oh my gosh, I'm going to be famous now!" This isn't really true. It takes years to gain that many subscribers, and once you realise that you don't have as many subscribers as you intended, you get frustrated easily. Set realistic goals for yourself. Maybe in one video, try to get just five views on that video. Then on the next video, try to get ten views. Improve yourself and gradually build your views and subscribers.

**Don't compare your subscribers to massive YouTubers.** First of all, it took those YouTubers *years* to get to their current position. Even they were limited in supplies when they first started YouTube. But they stuck around and continued to set realistic goals for themselves.

**Activity 1.5.**

*Learning activity no 5: My channel*

<b>Learning activity</b>	<b>My channel – Homework activity</b>
<b>Description</b>	Trainer explains to participants that this is a self-reflection exercise, invite them to think back to the tips that were addressed in this section and reflect on what aspects are important to them. What do they feel is important to bring out of their vlogs? What do they want to focus on? What part of themselves would they like to express through the vlogs?  Participants have to produce a text in which they analyse themselves.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· awareness of own needs, dreams, and possibilities</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· 30 min</li> </ul>
<b>Worksheets/ Resources needed</b>	N/A

<b>Stars</b>	How many stars a participant can get for this activity? And for what? 1 ☆ Participant will get 1 star when submit a homework.
<b>Badges</b>	How many badges a participant can get for this activity? And for what? Non badges for this activity



**CHAPTER 1.4.: MOST POPULAR TOPICS**

Lesson/Section 3	Most popular topics
Duration:	60 minutes <ul style="list-style-type: none"> <li>• Most popular topics – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 1.4 – 30 min</li> <li>○ Activity 1.5. – 10 min for explain homework</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, Smartphone, speakers, lighting, paper, flipchart, markers, post-it, papers, pens
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_1_Being a vlogger Most popular topic – slides 29 – 44
Videos to make or Apps /Devices to test	<ul style="list-style-type: none"> <li>• Smartphone/Laptop for identification of vlog categories - <u>Activity 1.4.</u> (slide 43)</li> <li>• Smartphone/Laptop for Badge Hunt/Homework as described on slides 43-44: Activity 1.6. Daily vlogs</li> </ul>

**DATA FROM INTERNATIONAL AND NATIONAL REPORTS**

Comparative remarks and conclusions are representative and the below results focus on three countries: Poland, Greece and partly on Italy. Due to limited access to national resources though, Portugal and Cyprus did not manage to provide fully completed country reports.

ITALY		GREECE		POLAND	
YouTube	TikTok	YouTube	TikTok	YouTube	TikTok
ASMR	#Ididitmyself	Health & fitness	Fashion	Comedy	Entertainment
Compilation	#carbonara	Cooking	Cooking	Religion	Dance
Educational	#beautyroutine	News & politics	Music	Health & fitness	Lifestyle
Entertainment	#sportazzurro	Sports	Psychology	Information	Lifhacks
Gaming	#duettaconlaura	How to style	Travel	Learning	Cooking



Infotainment	NA	People & blogs	Crafts	Cooking	News
Journalism	NA	Religion	Cosmetics	Travel	Education
Reviews	NA	Comedy	Books	Music & dance	Fitness & sports
Travel	NA	Music & dance	Sports	DIY	NA
Tutorial	NA	Tutorial	Commentary	Politics	NA

In Poland, senior and youth audiences of YouTube share common preference in categories of comedy and music, whereas in Greece, current affairs, people and blogs, science, comedy are categories allocated in both age populations. Apparently, there is a dialogue between those two age groups in YouTube, mainly focused on categories mentioned above, even though it is not evident which age group triggers this two-way relationship.

#### WHAT COMES FROM THE NATIONAL REPORT?

By examining the share of internet use in total population across all participating countries, Poland scores the highest percentages of share in almost all aging groups and social media categories. In exact, Poland reaches:

- 98% share of internet use for the age group 16-19 y.o.,
- 98% share of YouTube channel for the total population,
- 58% share of YouTube share for the age group 60+ y.o and
- 29% share in TikTok for the total population of the country.

However, Italy holds first place in the share of TikTok use in the youth population (41%). Next, Portugal ranks first in the share of YouTube in youth (27%) and Greece comes first in internet share for the age group of 60+ y.o. (74%). Finally, Cyprus is the first among partners with the highest share of internet use in total population (86%).

#### 10 popular categories among senior population-YouTube vs TikTok

The second part of the national country report concerned the documentation of the top 10 categories in YouTube and TikTok channels among senior population. The results shown in following infographics indicate that among the three countries examined:

- Only one category appears in the same ranking position within the same country and in both social media channels: **cooking, Greece**
- Only one category appears in the same ranking position within the same social media channel across two countries: **tutorial, YouTube, Greece-Italy**

## CONTENTS

### DAILY VLOGS

Daily vlogs are the most popular kind of vlogs in the market these days. You take your viewers along with you in your day. Daily vlogs are also like daily diary entries.

- ▶ A Day in my Life: These kinds of videos are interesting. Make one where you share your day from the moment you wake up till you go to bed.
- ▶ Morning/Night Routine: Share your morning or night routines with your viewers.
- ▶ Bucket list: Share what is in your bucket list.

- ▶ What I Eat in A Day: Share what you eat throughout the day.
- ▶ Clean with Me: Share the cleaning process with your viewers, while giving them tips if you have *some up your sleeve*.

## REVIEWS

If you are the one-stop for people who want to know how something was, then reviewing things could be a thing for you.

- ▶ **Movie Reviews:** Everyone loves watching movies, right? But, when it comes to deciding a movie for a movie night, no one wants to watch a movie they don't know anything about. Make a detailed movie review by telling what you liked, disliked and what could have been better.
- ▶ **Book Reviews:** Same goes with book reviews. People are always in search of knowing the perspective of other people. How did they take the book's ending or theme? So, if you are into reading books, review them!
- ▶ **Gadget Reviews:** Who doesn't search the reviews before buying a new phone or laptop. If you think you have got it in you and you know the 'know-how' of gadgets, then startup.
- ▶ **Theater Reviews:** Are you a theatre lover? Review the plays you see and engage with your viewers.

These are some of the ideas that will help you start your vlogging career. Remember, it's never too late. Just start the channel and don't forget to have fun.

## OPINION VLOGS

Let's be real, we all have got opinions about one thing or another. We all want someone to listen to our opinions. Making an opinion-oriented vlogging channel is a great idea.

- ▶ **Current Affairs:** Share your take on the current affairs.
- ▶ **Trending topics:** A lot of things keep trending in one way or another. Use those topics to share your opinions on.
- ▶ **New Releases:** Share your opinions on the release of something new. What you think about the release of a new makeup product/ new app/ something electronic, etc.

## MUSIC VLOGS

Music is the common ground for everyone. If you have a flair for singing, make a Music channel.

- ▶ **Share:** Share your music with your viewers.
- ▶ **Journey of a Song:** Share how you write the song, what motivates you, how you record the song, how you hire people.
- ▶ **Behind the Scenes:** A lot of people are curious to know how things work in a recording studio, or how music videos are shot. Sharing these things will help you gain a lot of public attention.
- ▶ **Pointers:** Show how you scope out locations for your music videos. What things do you keep in mind while searching for a location, what kind of vibes do you want?

## EDUCATIONAL VLOGS

If you are really good at Maths, then you can make your viewers' life easier by sharing your knowledge. School and college students are always searching for YouTube videos.

- ▶ **Subjects:** Teach school subjects. Kids or parents are always in search of easier explanations.
- ▶ **Vocal Coach:** Do you have a knowledge of music and how voices work? Be a vocal coach and teach your audience.
- ▶ **Language Teacher:** Do you have a great command of English, Spanish, French or any other language. Make videos on that because people are always looking for ways to learn new languages.

## MOTIVATIONAL VLOGS

Are you the type of person who can motivate other people easily? Well, making a motivational vlogging channel won't be a bad idea for you.

- ▶ Daily Motivation: Share daily motivation so that your viewers come back every day to feel good.
- ▶ Mindfulness: Teach your audience how to be present at the moment.
- ▶ How to feel motivated? A lot of people struggle with this. Teaching how to feel motivated is a great idea for a vlog.

## TECH VLOGS

If you are tech-savvy or if you are inclined towards gadgets, this could be your niche. In this fast-paced world where new technology is being made pretty much every single day, people do need help in working out how to work an electronic device.

- ▶ How-to Videos: Make how-to videos. They are videos where you share a solution to a problem. How to use the best tags in a video? How to earn money from home? How to earn social media followers?
- ▶ Setup Videos: Make videos where you show how to set up something for example, how to set up a laptop, a new phone, etc.

## TRAVEL VLOGS

Travel vlogging is also a very entertaining niche. If you are a travel fanatic, just bring a camera the next time you take a trip somewhere. People love to see the world. Everyone has 'travelling the world' in their bucket lists. Monetary or personal problems can make people not achieve this goal. People tend to watch travel videos because through someone else's lens they are able to watch the world.

- ▶ Explore: Show the famous sights. Explore along with your audience.
- ▶ Facts: Tell some interesting facts you have come to know about the location.
- ▶ Personal Opinion: Share some personal likes and dislikes. First-time travellers also watch other people's videos to get a general idea of the location. Make sure to tell the best and worst bits of your travel
- ▶ What did you learn: If you have learned something, tell that to your viewers.
- ▶ What's in my bag: Share with your viewers what you keep in your bag while travelling.

## INFORMATIVE VLOGS

If there is something you can't stop talking about, making informative vlogs could be your thing. Be specific about your niche. Maybe you are really good at crafts or you edit photos in a specific way and people love it.

- ▶ DIYs: Make some DIYs and share those with the viewers. Everyone is searching the internet for DIYs these days, take them along with you when you sit down to make a new craft.
- ▶ How to edit: If you are really good at editing videos or photos then tell the audience how you edit your videos or photos.

### Activity 1.6.

*Learning activity no 6: Vloggers in the different categories – what is important in vlogging*

**Learning activity**

*Vloggers in the different categories – what is important in vlogging – class-room activity*

<b>Description</b>	<p>The activity can be done in group or pair or with participants working alone. It depends on the group or class.</p> <p>Based on seven different categories, the task is to find vloggers representing each content idea.</p> <p>Participants are working in pairs/groups. Each group has to find at least 3 different vlogs in different categories.</p> <p>They also have to check important statements of vlogging in a chosen movie:</p> <ul style="list-style-type: none"> <li>• whether the video is shot horizontally or vertically - how to hold the camera</li> <li>• whether sound can be heard well - what type of microphone may have been used</li> <li>• whether natural light (sun) or rather artificial light was used</li> <li>• whether the video is recorded based on a script or spontaneously</li> </ul>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>• wider perspective of vlogging possibilities</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>• 30 min</li> </ul>
<b>Worksheets/ Resources needed</b>	Smartphones
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>1-9 ☆</b> Participants get 1 star for each category of vlog identified.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>Non badges for this activity</p>


What is important in vlogging:

- how to holds the camera - the video can be shotted horizontally or vertically, it depends of the channel to publish
- the sound can be heard well – different type of microphone may have been used or at least quite place when the vlog is recording
- can be used natural light (sun) or artificial light – both are good if you let them light up shotted object
- you can prepare a script of the vlog or to record a movie spontaneously





**Activity 1.7.***Learning activity no 7: Daily vlog*

<b>Learning activity</b>	<i>Daily vlog – homework activity</i>
<b>Description</b>	If someone wants to earn one badge, they could prepare such a "Day in my life" vlog or any other from the types/themes presented for the next meeting based on the knowledge from today's classes.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>• first steps in vlogging</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>• 10 min</li> </ul>
<b>Worksheets/ Resources needed</b>	Smartphones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? Non stars for this activity
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  1 badge for bringing a video to next classes

**CHAPTER 1.5.: SKILLS AND COMPETENCIES**

Lesson/Section 4	<b>Skills and competencies</b>
Duration:	70 minutes <ul style="list-style-type: none"> <li>• Skills and competencies – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 1.6 in class room – 20 min</li> </ul> </li> <li>• Good practices of vlogging – 10 min <ul style="list-style-type: none"> <li>○ Activity 1.6 homework – 20 min</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, Smartphone, speakers, lighting, paper, flipchart, markers, post-it, papers, pens
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_1_Being a vlogger Skills and competencies – slides 45-55 Good practices of senior vloggers – slides 56-67

Videos to make or Apps /Devices to test	Activity 1.6. slide 52 Storytelling video
Worksheets	N/A

## VLOGGING SKILLS

In order to start your own vlog and reach your audience, it is not only necessary to possess technical skills, however relevant they are, but also communication, content creation and branding skills in relation to your project.

### *Storytelling*

Storytelling is a form of communication that originates from the art of storytelling, from oral storytelling and then in written form, which man has used for thousands of years to pass on stories, memories, knowledge and traditions.

Translated into the digital sphere, it proves to be an effective method of communication: storytelling is the best way to transfer knowledge and experience, to persuade, to involve people. It is about finding the right creative and narrative communication strategy for your content.

#### STORYTELLING - THE HERO'S JOURNEY

The hero's journey is a narrative model developed by screenwriter Christopher Vogler and based on the studies of Jungian historian Joseph Campbell (*The Hero with a Thousand Faces*, 1973). The hero's journey is used above all as a narrative scheme, with the scansion of stages that create the intrigue and give a compelling rhythm to the story. The hero of the story is the protagonist of the storytelling and goes on a journey that takes him from a state of stillness to a new, richer state of stillness through obstacles and trials. The steps of the narrative can be summarised as:

- ▶ Departure. We find ourselves in the 'ordinary world' of the hero, who receives a stimulus to leave his 'comfort zone'.
- ▶ Initiation. The hero begins his journey and goes through difficulties, trials and challenges, encountering allies, enemies and obstacles.
- ▶ Return. He returns to an 'ordinary world' but changed somewhat by the journey: an inner transformation has taken place.

The journey is both external and internal: the protagonist may pass through different places and times, but above all he changes as a person.

How do you use this scheme to make a story, a short story or even simply a blog article more engaging? This pattern is applicable to any episode in our lives, as the 'magic' lies solely in how we tell it, not so much what we are telling. Every day you get something that can potentially convey emotions to those who read or listen to you, often there is no need for 'extraordinary' stories. Thus, even the tale of a morning spent running errands can become the development of engaging vicissitudes.

#### DIGITAL STORYTELLING

Storytelling impacts our target audience psychologically, but rather emotionally, engaging them and getting them hooked on our story.

Digital storytelling consists of organising selected content into a coherent system, governed by a narrative structure. The aim is to achieve a narrative consisting of multiple elements of various formats. Clearly, we must always follow a storytelling technique that is close to the potential target audience, clear and simple, trying to make our words make them empathise with our story.

Getting familiar with the story and intimately involved with the emotions makes for strong emotional involvement. The more emotionally involved one is, the more the story and its teachings stay with us and push us to act.

## HOW TO REALISE A VIDEO STORYTELLING PROJECT

Here are some operational steps on how to realise a video storytelling project:

- Observe. The term observe means to stop for a moment and think about how this story will be remembered, give awareness to the moment, and really think about what to keep from those moments.
- Listen. If you have to tell someone's story, you have to know how to listen. It sounds banal, but it is not so obvious. You have to be present to what he says and tells you. Only then can you expect the best from your story.
- Show curiosity. If you are telling someone else's story, ask questions. Show curiosity and pick up all the pieces to finish the puzzle. If the story you are telling is your own, be curious about yourself as well.
- Be interested. Telling someone's story can be fascinating. For the person, for the topic, for the journey. If the story is not your own, make sure it is! Only in this way will you be able to grasp every single detail of that narrative
- Empathise. If interest is triggered, empathy will also be triggered. Make the story you are telling your own. To empathise with someone is to understand why they make choices.
- Reflect. Think back to the story, to what you saw and heard. Review your video and put the pieces in order.

### Activity 1.8.

*Learning activity no 8: Tell me your story*

<b>Learning activity</b>	<b>Tell me your story – class-room activity</b>
<b>Description</b>	<p>Option 1:</p> <p>Pair work: each member of the pair should listen to a story of the other and follow the steps to be able to tell it effectively.</p> <p>This activity in pairs will have a 'homework' part: after listening to and collecting their partner's story, each participant will have to tell it through a video. To start simple, the video can simply be a "video-selfie" in which to experiment with communication strategies (leaving out the technical aspects).</p> <p>Option 2:</p> <p>Pair work/group work: each member should tell a story and the other have to make a video suggesting the better light or better format.</p> <p><b>1-3 ☆</b> At the end they can reach 3 stars (one from the trainers, one from the other group/pair and one just to do the homework).</p> <p>At the next meeting, all the videos will be observed and a ranking will be drawn up: from the video with the storytelling that followed the most (included all steps/elements) to the one that followed it the least.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· next steps in vlogging</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· 20 min</li> </ul>

<b>Worksheets/ Resources needed</b>	Smartphones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <b>1-3 ☆</b> At the end of task participants can reach 3 stars (one from the trainers, one from the other group/pair and one just to do the homework).
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  Non badges for this activity

### *Content creation*

The vlogs on the web live on words, on ideas, on concepts. In other words: the web lives on content. To be part of the web, you need to produce content, and it does not matter what form you choose. On the Internet what counts is content and experience, and if you can provide both at the same time, you are manifesting your skills in the editorial, communicative field. It is therefore necessary to plan their publication. The editorial plan is a kind of planning of your videos, days and times when to publish them. Evaluate the commitment you are able to make and decide whether to publish every day or a few days a week, create fixed appointments and avoid uploading less than one video per week. Being very present and constant gives you the opportunity to capture the attention of more users, who are always eager for new content. If, for example, you are a vlogger who deals with design and you have an e-commerce where you sell your creations, you could also put the link on your video channel and induce your users to buy. The platform can be the connection between the public and your other related activities.

### *Personal branding*

What you are is the fundamental part of this job!

By definition, a brand is a trademark that characterises and differentiates a company from others on the market. If you aspire to become a vlogger, you have to be a brand yourself: let your personality shine through your content, the way you interact in the video. In short, you have to find out what makes you special and turn it into your own personal brand, what will make you different from all the other vloggers out there. Becoming a brand means being instantly recognisable and tying yourself to a certain image and philosophy, and to do this you need to exploit every detail:

Try to be yourself, don't be afraid to show yourself for who you are, enhance your strengths and try to be ironic about the weaker ones.

Give your channel a name and choose a cover image that represents you.

Spend time on visuals, it will be essential to make you unique and recognisable.

Make your style visible and recognisable also in the mood of your videos: think about editing, colours and graphics that can represent you and that can support and enhance your content. This will definitely make the difference.

## **GOOD PRACTICES IN VLOGGING**

### **EXAMPLES FROM POPULAR SENIOR VLOGGERS**

It involves reading some stories and tales of seniors who have managed to make their passion also their strength and visibility in the social world. You may suggest that participants explore the examples of famous Senior Vloggers that were provided, try to understand what kind of content they make, based on the categories that were addressed in this module. These stories can be useful examples to see how some of the ideas they might also have were developed and narrated, to take cues or understand how they would approach topics differently.

### WORKSHEET 1

#### Let's analyse their vlog!

Analyse together the videos you have just seen. Keep in mind the key features that all vlogging videos usually have: theme, style, type of channel, duration, format.

To analyse their channels, consider a few elements:

<p>Characteristics</p> <p>(What characterises the channel? What distinguishes it from others?)</p>	
<p>Style</p> <p>(does the vlogger have its own style (e.g. humorous, informative, cinematic, etc.)</p>	
<p>Theme</p> <p>(is a specific theme chosen for one's vlog?)</p>	
<p>Duration</p> <p>(do the videos have a constant or variable duration?)</p>	
<p>Music</p> <p>(Is there music in the videos? What kind of music?)</p>	
<p>Effects</p> <p>(does the vlogger use animation effects in his/her videos?)</p>	
<p>Comments</p> <p>(Does the vlogger interact with the audience?)</p>	



**REFERENCES FOR MODULE 1:**

<https://www.aranzulla.it/come-fare-un-vlog-1158943.html>  
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<https://webipedia.it/blogging/vlog-vlogger-youtubers-come-guadagnare/>  
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<https://www.geppa.it/lo-storytelling/>  
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[www.officinamicrotesti.it](http://www.officinamicrotesti.it)  
<https://www.digital-coach.com/it/blog/lavoro-digitale/professioni-digitali/come-diventare-vlogger/>  
<https://mashable.com/article/senior-citizen-youtubers>



## MODULE 2: SHARPENING YOUR DIGITAL SKILLS

Title	<b>Sharpening your digital skills</b>
Duration of whole module	12 hours, divided on 2-3 hours sections
Learning outcomes	<p>In this module the participant will learn:</p> <ul style="list-style-type: none"> <li>• basic and advanced digital skills to independently create vlogs and social media content</li> <li>• the possibilities of your a smartphone in hand</li> <li>• what other appliances and software could help in your vlogging adventure</li> <li>• basics in films recording and postproduction</li> <li>• describe how algorithms work</li> <li>• explain briefly how they decide which video is more popular</li> <li>• recognize how the algorithm filters the Internet to put a video on the top of the lis</li> <li>• describe how to develop a marketing strategy in a vlogging content</li> <li>• explain briefly how communication strategies benefit a content creator</li> <li>• recognize how outsourcing may directly increase production output for a content creator</li> </ul>
Badges to gain	<p><b>The badges that could be gained in this module – 3 badges:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 2.1. Recording Equipment</b> <ul style="list-style-type: none"> <li>🎯 1 badge for submitting homework – <u>Activity No 2.3.</u></li> <li>Create a vlog video of your choice focused on the voice recording</li> <li>🎯 1 badge for submitting homework – <u>Activity No 2.5.</u></li> <li>Create a vlog video of your choice in which you will prove your editing and/or technical practice</li> </ul> </li> <li>• <b>Chapter 2.4 Interact with your audience</b> <ul style="list-style-type: none"> <li>🎯 1 badge for submitting homework – <u>Activity No 2.10.</u></li> <li>Participants can create a collaboration video of choice</li> </ul> </li> <li>🎯 <b>1 CONGRATULATION BADGE AFTER EACH MODULE</b> for each participant a badge for attendance at all classes in each module</li> </ul>
Starts to collect through the Module	<p><b>Number of STARS that will be given in the module for a chosen activity – 50 STARS</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 2.1. Recording Equipment – max. 30 stars</b></li> <li>5 ☆ for a class-room activity - <u>Activity No 2.1.</u></li> <li>Exercise with filling in the diagram - on a scale of 1-5, evaluate which features are important to you. 5 stars for completing the diagram</li> <li>5 ☆ for submitting homework – <u>Activity No 2.2.</u></li> <li>Choose a vlogger and fill a handout with MoSCoW analysis tool for him/her.</li> </ul>

	<p><b>10 ☆</b> for a class-room activity – <u>Activity No 2.4.</u></p> <p>Look for places with good and bad lighting. Take both good and bad selfie examples.</p> <p>There is one more activity planned in this section as a homework without stars and badges only for fun.</p> <p><b>10 ☆</b> for a class-room activity – <u>Activity No 2.6.</u></p> <p>Pimp your smartphone. 20EUR challenge and 50EUR challenge (each for 5 stars)</p> <ul style="list-style-type: none"> <li>• <b>Chapter 2.2. Vlog Production and Postproduction – max. 20 stars</b></li> </ul> <p><b>5 ☆</b> for a class-room activity – <u>Activity No 2.7.</u></p> <p>Look in your smartphone camera roll and share with a group an example of either of: a good example of a composition, a wrong take, golden rule/rule of thirds (tri-division of a plan), close-ups, wide plan.</p> <p><b>5-15 ☆</b> for a class-room activity / homework – <u>Activity No 2.8.</u></p> <p>Camera movements are practiced either during a class – taking a break outside – or as homework. There are 5 stars to be gained per film at the class/homework.</p> <ul style="list-style-type: none"> <li>• <b>Chapter 2.3. How Algorithms Work</b> <u>Activity No 2.9.</u></li> </ul> <p>Homework activity is planned in this section as a homework without stars and badges only for better understanding of algorithms.</p>
Pre and Post Test Questions	<ol style="list-style-type: none"> <li>1. Name at least <b>4</b> most important hardware elements needed to make a vlog. Examples of correct answers: Lighting, Microphone, Computer, Camera, Smartphone, Battery / Power supply, Filters, Gimbals, Tripod, Backpack</li> <li>2. Decipher the abbreviation for MoSCoW Analysis:       <ol style="list-style-type: none"> <li>a. Masters Should Control our Websites</li> <li>b. Must have, Should have, Could have, Will not have</li> <li>c. Monterey, Salami, Cottage, Wensleydale - theory</li> <li>d. Moscow University experts' analysis of supercomputing</li> </ol> </li> <li>3. What is the rule of the thirds?       <ol style="list-style-type: none"> <li>a. Placing your subject or horizon in the centre of the image</li> <li>b. also so called “separation of powers” is a doctrine of constitutional law under which the three branches of government (executive, legislative, and judicial) are kept separate.</li> <li>c. a composition guideline that places your subject in the left or right third of an image, leaving the other two thirds more open,</li> <li>d. All above answers are correct.</li> </ol> </li> <li>4. A B-Roll is:       <ol style="list-style-type: none"> <li>a. description of traditional film reels which were the main medium for video recording for about a hundred years before digital took over</li> <li>b. a way of rolling yeast dough into a braid (B-roll) often presented by cooks on YouTube channels,</li> <li>c. B-roll stands for a form of breakfast daily vlog video (breakfast roll) when you record what you eat on regular basis and comment on it as part of your vlog,</li> <li>d. term used to describe secondary footage, often used as cutaway footage, to provide context and visual interest to help tell your story.</li> </ol> </li> </ol>



**CHAPTER 2.1.: RECORDING EQUIPMENT: HARDWARE & SOFTWARE**

Lesson/Section 1	Recording equipment: Hardware
Duration:	180 minutes: <ul style="list-style-type: none"> <li>● Camera &amp; components – 30 min</li> <li>● What type of vlogger are you? – 30 min including: <ul style="list-style-type: none"> <li>○ Activity 2.1 Type of vloggers chart – 20 min</li> <li>○ Activity 2.2 MoSCoW analysis – 10 min to give a homework instruction + 15 min: time assessment on next lesson</li> </ul> </li> <li>● Sound recording – 30 min including: <ul style="list-style-type: none"> <li>○ Activity 2.3 Sound recording – 10 min to give a homework instruction + 15 min: time assessment on next lesson</li> </ul> </li> <li>● Lighting – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 2.4 Good light pic &amp; Bad light pic – 40 min</li> </ul> </li> <li>● Additional equipment – 30 min</li> </ul>
Resources needed:	tri-pod, camera, smartphone, speakers, lighting, paper, flipchart, markers, papers, pens
PowerPoint Slides to deliver	The presentation: SeniorVLOG_2.1_Sharpenering your digital skills_Recording equipment <ul style="list-style-type: none"> <li>● Camera &amp; components – slides 1-15</li> <li>● What type of vlogger are you? – slides 16-29</li> <li>● Sound recording – slides 30-39</li> <li>● Lighting – slides 40-59</li> <li>● Additional equipment – slides 59-65</li> </ul>
Videos to make or Apps /Devices to test	NA
Worksheets	Handout with Diagram: What kind of vlogger are you? (slide 18) MoSCoW Analysis Table (slide 28)

**INTRODUCTION TO RECORDING**

In this part of the training, participants will learn what equipment is necessary for filming. They will see that even with a smartphone it is possible to record a high-quality video. Participants will have the opportunity to learn about other equipment that comes in handy when vlogging. Especially some types of videos need supporting elements, such as a tripod. Doing exercises, they will consider how important it is to take care of the sound of the recording and lighting.

During first lesson trainer will emphasize two very important areas of vlogging:

- ▶ Hardware – what equipment to choose (not only for recording)
- ▶ Participants consider what type of vlogger are they?
- ▶ What is important of sound recording and lighting?

The experience from the previous training blocks will strongly influence on this lesson.

At first, the participants will get acquainted with a perfectly prepared video using a smartphone - they will watch a YouTube video. Then they will learn how such videos are made, in order to know that not



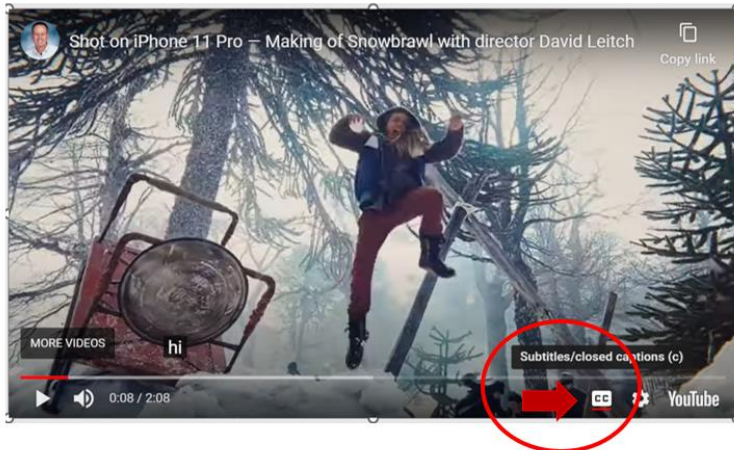
every video shot with a phone is a quick and efficient recording. Some videos of even a few minutes take several hours to prepare and involve a film crew of several people.

Participants will watch two videos:

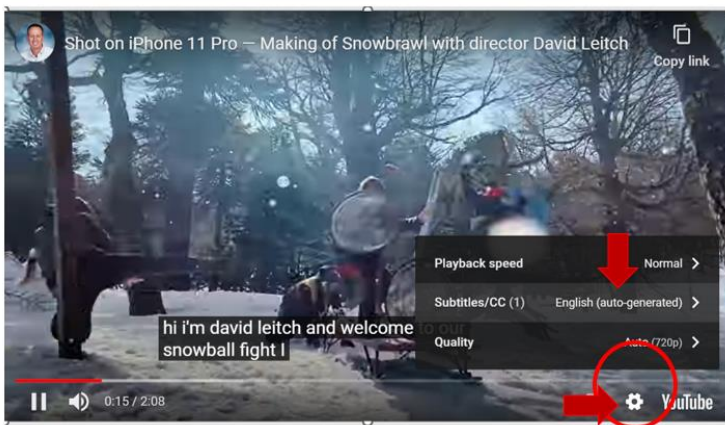
- ▶ first showing a specific action: <https://www.youtube.com/watch?v=maXmzsUYwR8>
- ▶ the other showing how such films are prepared: <https://www.youtube.com/watch?v=0out3YLogWY>

Playing the second video trainer should turn on subtitles and automatic translation to national language in this video. It's easily done and available for most videos. See instructions below.

1. Press "CC" to turn on subtitles (if they are available)



2. Go to Settings and click on the "auto-generated" to change the language



3. Choose your language from the Auto-Translate list.



It's the same movie, but shows the production from backstage. We can see how much work it took to create the movie. Although a telephone was used, a professional team was working on the production.

Conclusions: we can achieve very good results with an ordinary cell phone, but everything must be matched to the goal and possibilities. We are unlikely to hire a professional team to film a snowball fight for tens of thousands of euros. However, this does not mean that the equipment does not matter. What's more - if we don't think it over at this stage, we can spend money badly (no matter how much).

The trainer should be careful, because this example can be deceptive if not properly presented. The attendees shouldn't think that such videos are iPhone advertising scams.

## HARDWARE

During this part trainer and participants will consider what is needed to do a vlog, but of very high level without unnecessary details – unless participants are on advanced level of vlogging and the trainer has professional knowledge of that.

At first, they will think about an equipment without the context of costs and availability.

- ▶ Camera
- ▶ Lighting
- ▶ Microphone
- ▶ Computer

## VIDEO CAMERA

To start vlogging you need equipment, even the most basic. A device with a recording function is essential. It doesn't have to be expensive, brand-name equipment, especially in the beginning, a smartphone with a camera is enough. The important thing is that the quality of the recorded videos should be comfortable to watch, so it is worthwhile that the camera on the phone meets the appropriate standards – the equipment should be in HD quality. Most new smartphones are equipped with a good quality camera, so there is no need to buy expensive equipment when starting the adventure of vlogging.

The camera is the most obvious element and can use different types of equipment that can serve as a camera:

- ▶ smartphone,
- ▶ video camera,
- ▶ digital camera,
- ▶ webcam,
- ▶ action cam (like GoPro).

In brainstorming form participants share their opinions about the pros and cons of particular devices such as smartphone (as a camera), webcam, DLSR (or non-DLSR) (Digital single-lens reflex camera), Camcorder.

The movies can be made without a camera. There are such techniques also happen (e.g. screencasts or slideshows with voice over comments).

Nowadays, almost everyone has some kind of recording equipment. Participants need to consider the strengths and weaknesses of each of these devices. They can talk about their own equipment.

The use of any given type of equipment depends on the situation. And on the possibilities (e.g. financial, but also logistic)

General conclusions: there are no perfect devices. It all depends on what you need.

## CAMERA'S COMPONENTS

In this chapter, trainer will talk about what each camera has, no matter what type it is. There is no need to present all below details, if participants aren't professionals. There will be enough if trainer just mentioned about these elements of camera without unnecessary details - unless participants are on advanced level of vlogging.

To understand what kind of equipment will be best, it is important to consider what each type of camera consists of and what it means: Lens, Sensor, Recorder, Memory, Power Supply, Battery.

**The lens** sounds professional. However, very often objects are built into a photo apart, such as in a smartphone. There are also interchangeable lenses, used for more professional equipment. A lens consists of a single lens or several, even a dozen lenses connected together. Thus, a lens is a larger or smaller tube made of many glass plates that are curved inward (concave) or outward (convex). Different lenses will be skewed by a different number and arrangement of lenses. This makes it possible to choose the right lens for different situations.

The lens focuses light on the image sensor (digital camera) or film plane (analog camera), and the aperture inside the lens dictates the amount of light passing through the lenses.

Digital cameras, including smartphones, use an **image sensor**. This is an electronic device that converts an optical image into an electronic signal. This sensor converts the light received from the camera or lens of the processing device into a digital image.

When recording, the **memory** that will accept all the recordings is extremely important. The vlogger needs to keep tabs on how capacious the space is where the videos are saved. If necessary, he/she should get himself/herself an additional memory card that can be mounted in his recording equipment or where he rips the videos.

**An additional power source**, e.g. a powerbank, is very helpful during recording, especially if the recording time is long. The vlogger needs to be mindful of the power consumption during recording, keep monitoring the battery status and possibly power up the device. **IMPORTANT:** the consumption of the battery that is in the equipment decreases. Fortunately, you can control this by checking in the settings of your smartphone and take appropriate steps, such as getting new equipment.

Trainer should be able to explain briefly what the element is and what it is responsible for.

At the end of this part there can be discussion with and between participants about using a camera and all components in the different ways. Conclusion: Some things are more important to one participant and others to another.

The participants don't have to buy new equipment to this course, but if they want – there are some tips what they should concentrate on.

## WHAT TYPE OF VLOGGER ARE YOU?

The participants need to consider what type of vlogger they are/ will be based on some examples:

- ▶ Storyteller - likes to tell stories to the camera
- ▶ Traveler - must be mobile
- ▶ Workshop / kitchen master - sometimes tells stories, but also shows some processes up close
- ▶ DIY enthusiast - similar to above
- ▶ Film director - likes to arrange scenes and create small film etudes
- ▶ Streamer - mainly broadcast live and interested in interacting with the viewer

**Activity 2.1.***Learning activity no 2.1: What type of vlogger are you?*

<b>Learning activity no.</b>	<b>What type of vlogger are you? – CLASS ACTIVITY</b>
<b>Description</b>	<p>Participants fill in the handout with the radar chart pointing which elements of recording are important for them. The Trainer shows the examples of vlogger types. They check what type of vloggers they are.</p> <p>They write a script for their vlog depending on their vlogging style. If it's possible they record the sample of vlog in their style, if not they will do it at home (activity 2.2).</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· Knowledge what are their preferences of vlogging, what they concentrate on, what kind of vlogs they can create</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· it should take around 40 min with trainer assessment</li> </ul>
<b>Worksheets/ Resources needed</b>	<p>Handout with Diagram: What kind of vlogger are you? Paper and pencil Smartphones</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p>★ for this activity participant can get 5 stars</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>non badges for this activity</p>

**HOMEWORK**

At the end of this part participants get homework to find out what is necessary to record video based of other vlogger experience.

You will get a handout with MoSCoW analysis tool

Choose a vlogger and fill it in for him/her.

What do you think was important for the chosen vlogger per this analysis?



**Activity 2.2.***Learning activity no 2.2: MoSCoW analysis of other vloggers*

<b>Learning activity no.</b>	<b>MoSCoW analysis of other vloggers – HOMEWORK</b>
<b>Description</b>	<p>Participants fill in the handout to decide which elements of vlogging are important and which can be missed. The tool helps them prioritize each category which describes vloggers: Mobility, Quality of picture, Quality of sound, Ease of use, Costs on start, Ease of upgrade.</p> <p>They record again the vlog in their style based on elements which are important for them as the vloggers.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· how to choose the most needed elements of vlogging</li> <li>· what elements are important in the different type of vlogging</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· as a homework it can takes as much time as is needed – at least 1 hour</li> <li>· Trainer needs 15 min for assessment for all participants</li> </ul>
<b>Worksheets/ Resources needed</b>	MoSCoW Analysis Table (slide 28)
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>5 ☆</b> for this activity participant can get 5 stars</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>non badges for this activity</p>

**EASE OF USE OF SMARTPHONES**

Before you buy a new smartphone check this list:

- ▶ A good quality camera
- ▶ High-capacity battery
- ▶ Possibility to connect a microphone and headphones
- ▶ Functions supporting filming - manual mode, image stabilization

**RECORDING SOUND**

Sound quality is very important in a video and is often underestimated by novice creators. Bad sound quality is like listening to a radio which crackles due to signal interference.



In this chapter, the trainer talks about sound. There is no need to present all the details below, if participants aren't professionals. There will be enough if trainer just mentioned about the microphone types without unnecessary details - unless participants are on advanced level of vlogging.

In general, there are two types of sound recording technique: direct sound vs voice over. Direct sound recording is the most common. It is a sound that travels directly from the source to the receiving point (microphone or ear). Direct sound is an undisturbed sound field, which means it is free of any reflections.

Voice over is a production technique in which voice is recorded for off-screen use, mostly reference movies and television.

The trainer explains both variants of sounds.

To record sound properly, there should be used a Microphone. The trainer shows an example:

- ▶ TRRS connector (just for smartphones) – Pay attention to it – TRSS won't work with cameras but will work with smartphones
- ▶ Short cable but perfect sound

The trainer explains why any microphone is better than none. The microphones in the phones are oriented to work optimally when talking. They are on the side and facing the mouth when we hold the phone to our face. They are not directed towards the person in front of the camera.

### Activity 2.3.

*Learning activity no 2.3: Sound recording*

<b>Learning activity no.</b>	<b>Sound recording – HOMEWORK</b>
<b>Description</b>	Participants create a vlog video of choice / style / theme etc. focused on the voice recording (or voice over) techniques. They have to pay attention to the quality of voice recorded.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· create a video with good quality of sound</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· as a homework it can takes as much time as is needed – at least 30 minutes</li> <li>· Trainer needs 15 min for assessment for all videos</li> </ul>
<b>Worksheets/ Resources needed</b>	Participants can use their equipment or the equipment of the trainer borrowed from the class.
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <ul style="list-style-type: none"> <li>· for this activity there isn't any stars</li> </ul>
<b>Badges</b>	How many badges a participant can get for this activity? And for what? <ul style="list-style-type: none"> <li>🏆 1 badge for bringing a recording to next classes</li> </ul>

## LIGHTING

Lighting is one of the basic principles that you need to know before you start vlogging. You can use natural lighting, but often it is necessary to use stronger lighting focused on a particular point. When filming indoors, artificial lighting is even mandatory.

The trainer talks about lighting as the important part of vlogging. But there is no need to present all the details below, if participants aren't professionals. There will be enough if trainer just mentioned about two types of lighting and different types of lamps without unnecessary details - unless participants are on advanced level of vlogging.

Mostly amateurs use halogen lamps. The color temperature of the light is about 3500K and the power oscillates in the range of 500-2000W. The main disadvantage of these lamps is that they get very hot and require cool rooms or intensive cooling. Their continuous operation time is also limited, many times they need to be turned off for several minutes to avoid damage.

Another type of lamp is HMI lamps. It is a very modern type of light, mainly used by professionals. This type of lamps give white light with a color temperature similar to sunlight. Its great advantage is that it does not generate a lot of heat, it is perfect for the film studio, it is very functional and ergonomic. They are also ideal for outdoor work, as their light looks very natural similar to sunlight.

Another type is reflector lamps, they are very similar in design and quality with halogen lamps. The main difference is that it has a bracket for mounting a blender or an aperture. This will obtain a completely different character of light. The reflector lamp is ideal for illuminating shadows and gives a very soft light. Most cameras have options to connect the lamp on top of the device. If such an eventuality does not arise, you will need additional power in the form of a battery.

The participants don't need to have a professional lighting kit, but each of them do need to be able to light in useful way. There are two types of light:

- ▶ Natural light: sun, walls, lighting flags
- ▶ Artificial light: bulbs, lamps, spotlights

The trainer shows some examples of how to use light properly and improperly. Sometimes all you need to do is turn toward the window, and the object will be illuminated without any additional devices.

There are some helpful tips and advice for using light which should be presented to participants.

Participants also get knowledge about the theory of the three lighting points. Than the trainer explain the lighting sets like: LED panels (indoor and outdoor), LED Ring light.

### Activity 2.4.

*Learning activity no 2.4: Lighting activity*

<b>Learning activity no.</b>	<b>Lighting activity – CLASS ACTIVITY</b>
<b>Description</b>	<p>Participants take cell phones and look for places with bad natural lighting. It's a competition for the worst selfie using natural light. After that 1 best picture for demonstrate the effect of good and bad lighting– as voted/decided by the group.</p> <p>The winner of each time of category (good and bad picture) takes 5 stars, the rest 1 star. It is possible to adjust the number of stars to the situation. The highest score, however, is 5 for each category of pictures.</p>



<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· practice of taking the best lighted pictures</li> <li>· knowledge how light is important during taking pictures and vlogging</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· 40 min including voting of pictures</li> </ul>
<b>Worksheets/ Resources needed</b>	Participants' smartphones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? ★ for this activity participant can get 10 stars
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  Non badges for this activity

## ADDITIONAL EQUIPMENT

The trainer presents additional equipment, but without unnecessary details. Participant who wants to know more about it can do research or get information from trainer.

To achieve the desired effect in your video, you can use **filters** on objects or applications that give you the ability to edit the already recorded video. Some video recording apps have different types of filters available, so you can change your video easily. Filters can come in handy, especially if the nature of your vlog requires you to present your videos in a certain way, such as in black and white.

**Gimbal** is a component that stabilizes handheld shots. It can have stabilization in mechanical or electronic versions.

**Drone with a camera** is good solution for recording events. Depending on the financial possibilities, it can be a simple device with an HD camera, or a more advanced one with FullHD, 4K, 60fps recording, with stabilization and a gimbal.

**Rig** looks like a simple plastic frame with accessories, but in practice it is very useful. It allows you to conveniently film with your phone. Thanks to it, you can conveniently attach a microphone or small lighting. It stabilizes the handle because the phone is uncomfortable during filming.

**The tripod** should be selected according to the needs:

- You can buy a simple tripod with a height of about 150 cm for just 20 euros
- a small desk tripods takes up little space and solves many problems
- for around 50 euros you can buy very light and comfortable travel tripods
- rule: do not buy the cheapest, poor quality tripod
- rule: choose a tripod according to your needs.

Usually, we don't think about it and how we will pack our equipment. At first, when we only have a camera or a phone, it seems simple. Over time there is a problem to accommodate all the accessories. **Backpacks** are very comfortable (regardless of age). They have properly organized space (partitions). You can buy a new backpack for 50-100 euro or find secondhand backpack.

Attention! Get a backpack that is unobtrusive. Nobody needs to know that you keep video equipment there.

The trainer presents the additional equipment:

- ▶ Filters
- ▶ Gimbals
- ▶ Dron with camera
- ▶ Rig
- ▶ Tripod
- ▶ Backpack
- ▶ Powerbank

The participants can discuss if they may want to need some of these things.

There can be addition homework activity without stars and badges, just for fun (slide 58). The task can gain the instruction:

- ▶ If you are interested in artificial lighting rules, try to have fun with it in your spare time.
- ▶ You can watch some instruction movies, get a book on artificial lighting.

During next lesson particinapnt can share what they find out.

## SOFTWARE

Lesson/Section 2	Recording equipment: Software & Pimp your smartphone
Duration:	120 minutes: <ul style="list-style-type: none"> <li>• Software – 80 min including: <ul style="list-style-type: none"> <li>◦ Activity 2.2 Software app – 40 min to practice in classroom and give a homework instruction + 15 min: time assessment on next lesson</li> </ul> </li> <li>• Pimp your smartphone – 60 min including: <ul style="list-style-type: none"> <li>◦ Activity 2.2 MoSCoW analysis – 20 min</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, smartphone, speakers, lighting, paper, flipchart, markers, papers, pens
PowerPoint Slides to deliver	<ul style="list-style-type: none"> <li>• Software – slides 66-72</li> <li>• Pimp your smartphone – slides 73-79</li> </ul>
Videos to make or Apps /Devices to test	NA
Worksheets	MoSCoW Analysis Tool

## SOFTWARE – INTRODUCTION

The last important piece of equipment is the software. It can be useful for all sorts of things. It is said that the biggest challenge when you're creating a video is the editing process. Many people think that video editing is beyond their technical skills and budget capabilities. However, it is worth knowing that there are some video editing programs available on the market - easy to use, intuitive and allowing you to make a variety of changes.

The trainer presets chosen applications to the different thing:

- ▶ Manually control the camera

- ▶ Cue prompter app
- ▶ Battery control app

The trainer also shows on download to mobile and PC.

After this part of the training the participants get homework and they are asked to record short video, download and use chosen app to modify recording. For this activity they can get a badge.

### Activity 2.5.

*Learning activity no 2.5: Software*

<b>Learning activity no.</b>	<b>Software – during the classes</b>
<b>Description</b>	Participants download on their cell phones a recommended or chosen Editing App. Then they create a vlog video of choice / style / theme etc. or choosing a vlog from their gallery in which they will prove editing and/or technical practice. Trainer shows how to use this app and also support it participant in using the app. Participants can practise using this app at home. Very useful will be the instruction of the app or detailed participants' notes.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· practice how to use chosen app</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· altogether work on lesson 40 minutes</li> <li>· as a homework it can takes as much time as is needed – at least 60 minutes</li> </ul>
<b>Worksheets/ Resources needed</b>	Participants' cell phones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <ul style="list-style-type: none"> <li>· for this activity there isn't any stars</li> </ul>
<b>Badges</b>	How many badges a participant can get for this activity? And for what? <ul style="list-style-type: none"> <li>🏆 1 badge for creating a video by using the app</li> </ul>

## PIMP YOUR SMARTPHONE

Before going to home trainer asks participants to make a list of what is needed to start vlogging. They work again on MoSCoW analysis tool to verify all needed stuff. Than they take part in 20 and 50 euros challenges. The participants develop the list of equipment to using the Internet. They can work in groups of 2-3 people to make discussions between them. For this activity they can get stars

The trainer should do this exercise on his/her own equipment, based on what she/he have. If the trainer does not have her/his own equipment, she/he should make them by designing such a „dream

backpack". It is important to use specific brands/models and it is best to check everything on the websites or the online stores (together with training participants).

This exercise can also be moved before the x€ challenge.

### Activity 2.6.

*Learning activity no 2.6: Pimp your smartphone*

<b>Learning activity no.</b>	<b>Pimp your smartphone – CLASS ACTIVITY</b>
<b>Description</b>	<p>There will be 2 challenges requiring looking for additional accessories for vlogging:</p> <ul style="list-style-type: none"> <li>- 20 euro challenge</li> <li>- 50 euro challenge</li> </ul> <p>Participants prepare a self-analysis of needed elements of vlogging based on the MoSCoW tool. An exemplary MoSCoW model will allow them to think about what is really needed, and what is maybe just a fashion or an invention. It is worth considering carefully as mistakes are costly (e.g. investing in equipment that turns out to be useless).</p> <ul style="list-style-type: none"> <li>● <b>MUST</b> (must be): Describes a requirement that must be met in the final, final solution.</li> <li>● <b>SHOULD</b> (should be): Represents a high priority item that should be included in the solution, if possible.</li> <li>● <b>COULD</b> (can be): Describes a requirement that is perceived as desirable but not necessary. It will be concluded if time and resources permit.</li> <li>● <b>WON'T</b> (will not): Represents a requirement that will not be bought in a given release but may be considered in the future.</li> </ul>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· Orientation of what they need to start vlogging</li> <li>· They find out at what prices the necessary components are, including software</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· 40 min with results' presentation</li> </ul>
<b>Worksheets/ Resources needed</b>	<p>Participants' smartphones MoSCoW analysis tool</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p>★ for this activity a participant can get 10 stars or stars can be divided on each group member</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>Non badges for this activity</p>



## CHAPTER 2.2: VLOG PRODUCTION AND POSTPRODUCTION

Lesson/Section 3	Film recording – let's frame
Duration:	90 minutes <ul style="list-style-type: none"> <li>• Let's frame – 60 min</li> <li>• Look in your smartphone Rolls – 30 min including: <ul style="list-style-type: none"> <li>◦ Activity 2.7 Smartphone roll – 20 min</li> </ul> </li> </ul>
Resources needed:	Smartphone, paper, flipchart, markers, papers, pens
PowerPoint Slides to deliver	The presentation: SeniorVLOG_2.2_Sharpener your digital skills_Vlog Production and postproduction: <ul style="list-style-type: none"> <li>• Let's frame – slides 1-28</li> <li>• Look in your smartphone Rolls – slide 29</li> </ul>
Videos to make or Apps /Devices to test	NA
Worksheets	NA

### INTRODUCTION OF FILMING

There is a basic checklist that every vlogger must follow. This can be compared to an airplane pilot's checklist:

- ▶ A reserve of space and energy – It's not obvious to everyone that you need to have at least a dozen GB of free space and a fully charged battery.
- ▶ Frame setting – proper composition and setting of the frame. It can't be a random setting.
- ▶ Setting up the actor and checking the appearance – Check all the details: where the actor is standing, is his dress and hairstyle okay, and if there are any obstacles to his vision. The beginning filmmaker is so focused on getting started that he/she often forgets it.
- ▶ Focus point – Check if the actor is in sharp Focus. The better the lens, the more you must control it.
- ▶ Lighting and exposure – Look again at whether the lighting and exposure levels are appropriate. We don't want underexposed or overexposed shots.
- ▶ Does the sound "come in" (and from what source) - If you are using an external microphone, make a trial recording to check that it is picking up sound correctly.

### LET'S FRAME!

The trainer explains the three options for framing, and which should be chosen – it depends on the chosen channel:

- ▶ 16:9 - the most common – popular on YouTube
- ▶ 1:1 - is associated with Instagram
- ▶ 9:16 - popular on TikTok

There are other variants as well.

Choosing the frame vlogger should concentrate on the needs of his/her viewers. Landscape mode is more natural for most viewers (TV, Cinema, streaming platforms). Vertical mode is friendly to those who can't tear themselves away from their smartphones.

The trainer presents series of framing examples and shows the basics and, at the same time, the classics of compositions that have been in operation for over 100 years. Together, trainer and participants discuss the rule of thirds, which is important to notice that it is easier to compose frames in this way. Most modern phones have the option of enabling the preview of this view. The figure is moved away from the center of the frame and is looking out of the frame. It's more interesting than if the figure was completely in the middle.

Important advice:

- ▶ Leave some space in the direction the figure is facing or walking
- ▶ Symmetry can also be good
- ▶ Shot right: if the character is shifted to the right, there is also possible to see the background

Trainer explains why the background matters – it can completely change the meaning of the scene.

There are some examples of right and wrong video's composition – trainer explains why some of them are correct and other improper.

After this part there is stars' activity – the participants try to find in their smartphones camera rolls examples of good composition, a wrong take, golden rule (tri-division of a plan), close-ups, wide plan, and they share with others.

### Activity 2.7.

*Learning activity no 2.7: Smartphone roll*

<b>Learning activity no.</b>	<b>Smartphone roll – CLASS ACTIVITY</b>
<b>Description</b>	<p>Participants are looking in their smartphones' camera rolls and try to find there:</p> <ul style="list-style-type: none"> <li>• A good example of a composition</li> <li>• A wrong take</li> <li>• Golden rule (tri-division of a plan)</li> <li>• Close-ups</li> <li>• Wide plan</li> </ul> <p>Next, they share an example with the rest of group.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· knowledge of different type of frame</li> <li>· They can check if they already have any proper frames</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· 20 min with results' presentation</li> </ul>
<b>Worksheets/ Resources needed</b>	Participants' smartphones
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p>★ for this activity a participant can get 5 stars per each type of a frame</p>
<b>Badges</b>	How many badges a participant can get for this activity? And for what?

Non badges for this activity

**CAMERA MOVEMENT & MASTERSHOT**

Lesson/Section 4	Film recording – Camera movement & mastershot
Duration:	175 minutes <ul style="list-style-type: none"> <li>• Camera movement – 30 min</li> <li>• Mastershot – 115 min including: <ul style="list-style-type: none"> <li>◦ Activity 2.8 Software app – 45 min to practice in classroom and give a homework instruction + 15 min: time assessment on next lesson</li> </ul> </li> <li>• Some tips – 30 min</li> </ul>
Resources needed:	tri-pod, camera, smartphone, speakers, lighting, paper, flipchart, markers, papers, pens
PowerPoint Slides to deliver	The presentation: SeniorVLOG_2.2_Sharpener your digital skills_Vlog Production and postproduction: <ul style="list-style-type: none"> <li>• Camera movement – slides 30-37</li> <li>• Mastershot – slides 38-44</li> <li>• Some tips – slides 45-49</li> </ul>
Videos to make or Apps /Devices to test	<ul style="list-style-type: none"> <li>• Participants record 3 different movies and can gain stars: TILT, PAN, ZOOM</li> <li>• Application Google Photos to download</li> </ul>
Worksheets	NA

**CAMERA MOVEMENT**

What distinguishes film from photography is movement. In film, movement gives the impression that the viewer is looking around himself. It allows the eye and attention to be guided according to the intentions of the filmmakers, drives the action and increases the dynamics of the material.

The basic shot is a static shot, i.e. one where the camera is fixed on a tripod or other fixed support, not rotating or moving. Such shots are often encountered, for example, when speaking, during interviews, and in dialogue scenes.

**Pan** is the simplest rotation of the camera on the tripod head. Here the camera does not change its position, but rotates on its axis. The camera should rotate in the left-right direction - this is important, if there is some writing in the frame, you will be able to read it. It needs to be a calm enough movement for the viewer to get acquainted with the details of the surroundings, or a very fast movement if you want to blur the background. Panorama comes in handy to follow a moving object in the frame, to show a panoramic view of the scenery or the distance separating the objects in question.

In shots called **tilt**, the position of the camera doesn't change either, but it rotates in an up-and-down axis. With this movement, you can show how tall an object is, such as a building, or show the whole silhouette of a character.

**ZOOM** is done by changing the focal length of the lens, the camera doesn't move, it just zooms in on a specific object.

There are a few not so obvious camera's movements:

- ▶ Dolly – the camera, moves on rails (a chair with wheels or a skateboard) and approaches or moves away from the object in the frame
- ▶ Handheld – the cameraman holds the camera in his hand and can move around. On TV, shoulder cameras are used this way for quick interviews and reports, and in cinema, the hand-held camera effect is sometimes simulated to give the shots credibility and the impression of someone watching the action. Dynamic action scenes (e.g., in war movies) are also filmed this way to further ramp up the drama
- ▶ Crane / jib – a camera is placed at the end of a long arm of a crane and moves a great distance and height. This is often used in coverage of parties, concerts or sporting events, the camera then flies over the heads of the audience and hovers above the stage. Nowadays this kind of shots can be create by drone camera.

The trainer shows the types of camera's movements (PAN, TILT, ZOOM, not so obvious movement) and asks participants on which movies can be use the movement.

The next part is about stabilization. Trainer presents how to stabilize shaky videos in Google Photos – it's better to show the process on a trainer's phone live or let participants' practice. (Additional instructions here: <https://piunikaweb.com/2022/06/20/heres-how-to-stabilize-shaky-videos-in-google-photos/>). Participants can record sample shots, but not longer than 20-30 seconds, because stabilizing takes a while. Trainer installs GooglePhotos and choose a take to stabilize and shows how their work.

## MASTERSHOT

The trainer talks about mastershot – not concentrate on one main shot (e.g. of a speaking person), but also "stick" additional shots to them.

Some rules which have to be remembered:

- ▶ always record 3x more shots than you think you need (you will find that there are not enough of them anyway)
- ▶ try to work out a concept for your movie before you start shooting. Avoid mistakes and material deficiencies.
- ▶ Try to keep the shots at least 8 seconds long (even if you use 2 seconds in the video)
- ▶ If you can, record each take 2-3 times.
- ▶ Now it may seem unnecessary, but you will thankful during the editing. Murphy's Law for Editors says good shots are always missing.

After this part there is stars activity: participants try to record the camera movements themselves. At least 1 movie should be made during a class. Each participant can get 15 stars (5 for each film).

### Activity 2.8.

*Learning activity no 2.8: MasterShot*

<b>Learning activity no.</b>	<b>MasterShot – CLASS and HOMEWORK ACTIVITY</b>
<b>Description</b>	Participants try themselves in each of camera movement: PAN, TILT, ZOOM, (as a fourth example there can be not so obvious movement) There is made least 1 movie during a class.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· knowledge of different type of frame</li> <li>· They can check if they already have any proper frames in their rolls</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· 45 min with results' presentation</li> </ul>



<b>Worksheets/ Resources needed</b>	Participants' smartphones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <b>5 ☆</b> for this activity a participant can get 5 stars per each type of a frame
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  Non badges for this activity

### SOME TIPS FOR...

In this part participants get some tips for different type of vlogs:

- ▶ the interviews
- ▶ the DIY
- ▶ the traveller vlog

### CHAPTER 2.3: HOW DO ALGORITHMS WORK

Lesson/Section 5	How do algorithms work
Duration:	45 minutes: <ul style="list-style-type: none"> <li>● Introduction to YouTube – 15 min</li> <li>● TikTok – 15 min</li> <li>● Homework – Let's make algorithm work in YouTube and TikTok – Activity 2.9. – 15 min time assessment on next lesson</li> </ul>
Resources needed:	Smartphone
PowerPoint Slides to deliver	The presentation: SeniorVLOG_2.3_Sharpener your digital skills_How Algorithms Work: <ul style="list-style-type: none"> <li>● Introduction to YouTube – slides 1-11</li> <li>● TikTok – slides 12-17</li> <li>● Let's make algorithm work in YouTube and TikTok – slide 18</li> </ul>
Videos to make or Apps /Devices to test	YouTube and TikTok Apps to download and test during discussion
Worksheets	NA

### INTRODUCTION OF ALGORITHMS

According to Encyclopedia Britannica an algorithm consists of a systematic procedure that produces - in a finite number of steps - the answer to a question or the solution of a problem. While initially

algorithms would be used in an analog manner to coordinate and systematize problem-solving, following the standardization of computers and their wider adoption in work environments in the 1980s, algorithms have become more and more involved in the organization of work and human life in general.

In the late 2000s, smartphones would make their appearance and one of their main distinguishing features with the previous mobile phones would be the fact they had access to the internet as well as the fact that they would introduce mobile apps.

Such apps would be constructed on the basis of algorithms in order to function in order to adapt to the needs of the user based on their choices. Regardless of their use, whether that would be social media or content-sharing related, they would initially adopt a reverse chronological order. Yet, as time went on and each company adapted their app to both attract the attention for more and more time and to be more suited to the interest of each user, algorithms were developed to recognize patterns within each user's habits and recommend similar or likely content that they would likely enjoy and would draw them further to the app. This would be the case for all apps that maintained a large following up to today, developing a strong understanding of how the human attention span functions as well as adjusting the algorithm constantly and meticulously in an attempt to maintain their audience.

While this paradigm would be mainly followed by already existent tech companies, such as Facebook, YouTube, Instagram and to a lesser extent Twitter, one would expect that competition would be incredibly fierce for the attention span of smartphone users across the globe. Nonetheless, in 2017 a Chinese platform, the first of its kind to succeed abroad, TikTok skyrocketed in popularity and would come to be ranked by Cloudflare as the most popular website of 2021.

This module will mainly focus on the recommendation algorithms as those have been developed by the video-sharing platforms YouTube and TikTok over the years, and attempt to give an understanding of how a video is "propped up" or "demoted" within said platforms by the algorithms.

## **INTRODUCTION TO YOUTUBE**

According to Encyclopedia Britannica, YouTube is a video-sharing website established on February 14<sup>th</sup>, 2005 with the goal of "allowing ordinary people to share their home videos". Ever since its establishment and further purchase by Google it has grown into the largest video-sharing platform globally with over 1 billion users and half a billion hours of video streamed daily worldwide.

### **INTRODUCTION (AS IN SLIDE 3)**

To begin with, we introduce YouTube and TikTok as video-sharing platforms. We ask participants whether they are aware of them or not. Possibly they will be familiar with YouTube, not so much with TikTok given its novel character. We outline their very basic differences, such as fast-paced TikTok and more slow-paced YouTube.

According to Encyclopedia Britannica, YouTube is a video-sharing website established on February 14<sup>th</sup>, 2005 with the goal of "allowing ordinary people to share their home videos". Ever since its establishment and further purchase by Google it has grown into the largest video-sharing platform globally with over 1 billion users and half a billion hours of video streamed daily worldwide.

### **INTRODUCTION (AS IN SLIDE 4)**

We ask the participants whether they use YouTube and whether they have previous experience in content creation or consumption. We also ask whether they are familiar with the concept of an algorithm and more specifically in the context of social media.

### **DEFINITION OF YOUTUBE ALGORITHM (AS IN SLIDE 5)**

The purpose of the algorithm. YouTube algorithm is designed to help users discover new and relevant content based on their interests, preferences, and behavior. This is achieved by analyzing a wide range of data points, such as watch time, engagement, and subscriber activity.

Explain some of the key signals that YouTube algorithm uses to rank videos. These signals include:

**Watch time:** YouTube algorithm favors videos that keep viewers engaged and watching for longer periods. This means that videos with higher watch time are more likely to be recommended to other users.

**Engagement:** Videos that receive more likes, comments, and shares are seen as more valuable by the algorithm, and are more likely to be promoted to a wider audience.

**Relevance:** The algorithm analyzes the keywords, tags, and descriptions of videos to determine how relevant they are to user search queries and interests.

**Freshness:** YouTube algorithm also takes into account the recency of a video, favoring content that is new and up-to-date.

**User history:** YouTube algorithm uses the user's watch history, search history, and other data to personalize recommendations and tailor content to individual preferences.

## **YOUTUBE ALGORITHM**

### ***History of the YouTube Algorithm (additional information)***

YouTube initially served the purpose intended by its creators, but following its purchase by Google in late 2006, gave the platform a new breath and pushed it towards commercialization. Several features allowing for the monetization of videos uploaded on the platform were introduced in the period between 2006 and 2011, based on clicks and views, bringing with them the appearance of the term “clickbait” as at the time, YouTubers would make use of eye-catching thumbnails on their videos to attract their audience and thus increase their income. After October 2012, YouTube introduced the “Time watched” metric to its videos and adjusted monetization accordingly, scrapping clicks and views and put its weight mainly on likes and shares. From 2012 onwards, YouTube, under pressure from advertisers has been moving on to establishing an array of restrictions on its monetization policies, depending on what content each creator posts.

These restrictions have varied and become more and more stringent over the years to both suit the advertisers' requirements, as well as to establish a “safe environment” within the space of YouTube.

### ***History of the YouTube (additional information to trainer)***

YouTube was founded in 2005 and quickly became one of the most popular video-sharing platforms on the internet. Here are some of the most important milestones and changes that have occurred on YouTube since 2008:

2008: YouTube introduces high-definition (HD) video support, allowing users to upload and view videos in higher quality.

2010: YouTube launches its Partner Program, which allows content creators to monetize their videos through advertising.

2012: YouTube introduces its mobile app, making it easier for users to watch and upload videos from their mobile devices.

2013: YouTube announces a major redesign, which includes a new layout and new features like a subscription feed and a simplified video editor.

2015: YouTube launches YouTube Red, a subscription service that offers ad-free viewing, offline playback, and exclusive content.

2017: YouTube updates its monetization policies, requiring channels to have at least 10,000 views before they can run ads, and adding stricter guidelines for content that is eligible for monetization.

2018: YouTube launches YouTube Music, a music streaming service that competes with Spotify and Apple Music.



2019: YouTube rolls out changes to its recommendation algorithm, in an effort to reduce the spread of conspiracy theories and harmful content.

2020: In response to the COVID-19 pandemic, YouTube introduces new features like video chapters and a donate button for creators.

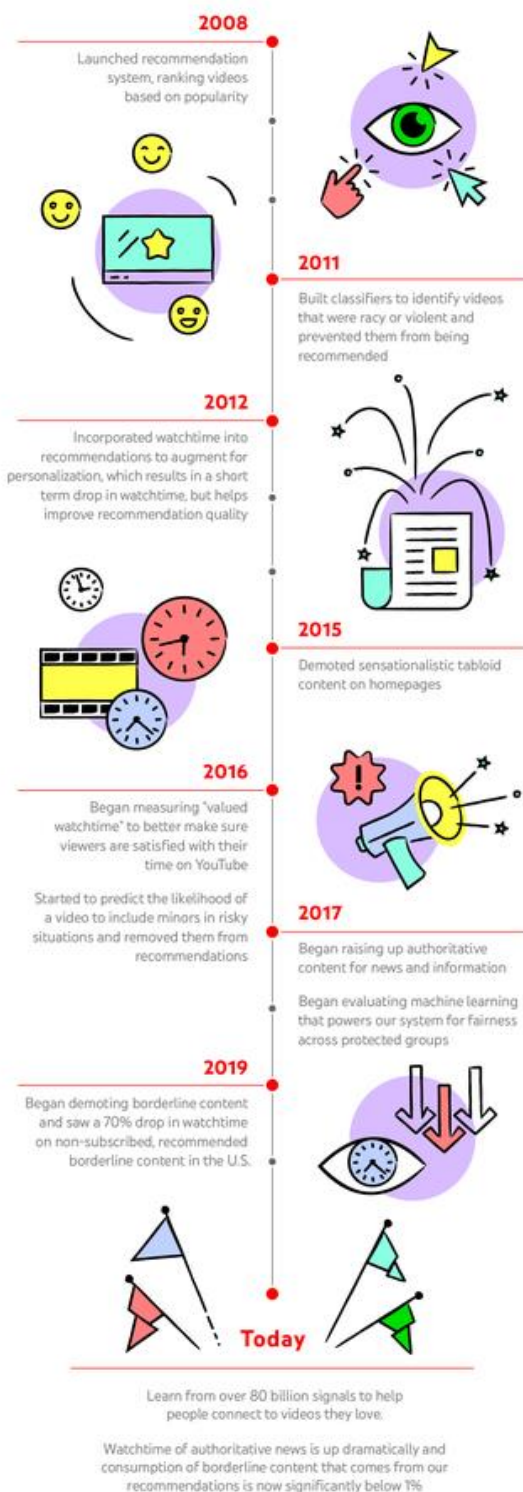
2021: YouTube introduces YouTube Shorts, a new platform for short-form videos that is designed to compete with TikTok.

Overall, YouTube has evolved significantly over the past decade, and it continues to be a popular platform for content creators and viewers alike. Aspiring vloggers should be aware of these changes and milestones, as they can have a significant impact on how content is created, distributed, and monetized on the platform.



## Recommended for You

### Key Moments in YouTube's Recommendation System



## HISTORY OF YOUTUBE ALGORITHM (AS IN SLIDES 6-8)

The trainer presents history without many details - all text can be sent to participants after this lesson.

We begin the story of the recommendation algorithm, since 2008 when it was first established:

YouTube initially served the purpose intended by its creators, but following its purchase by Google in late 2006, gave the platform a new breath and pushed it towards commercialization. Several features allowing for the monetization of videos uploaded on the platform were introduced in the period between 2006 and 2011, based on clicks and views, bringing with them the appearance of the term "clickbait" as at the time, YouTubers would make use of eye-catching thumbnails on their videos to attract their audience and thus increase their income. After October 2012, YouTube introduced the "Time watched" metric to its videos and adjusted monetization accordingly, scrapping clicks and views and put its weight mainly on likes and shares. From 2012 onwards, YouTube, under pressure from advertisers has been moving on to establishing an array of restrictions on its monetization policies, depending on what content each creator posts.

These restrictions have varied and become more and more stringent over the years to both suit the advertisers' requirements, as well as to establish a "safe environment" within the space of YouTube.

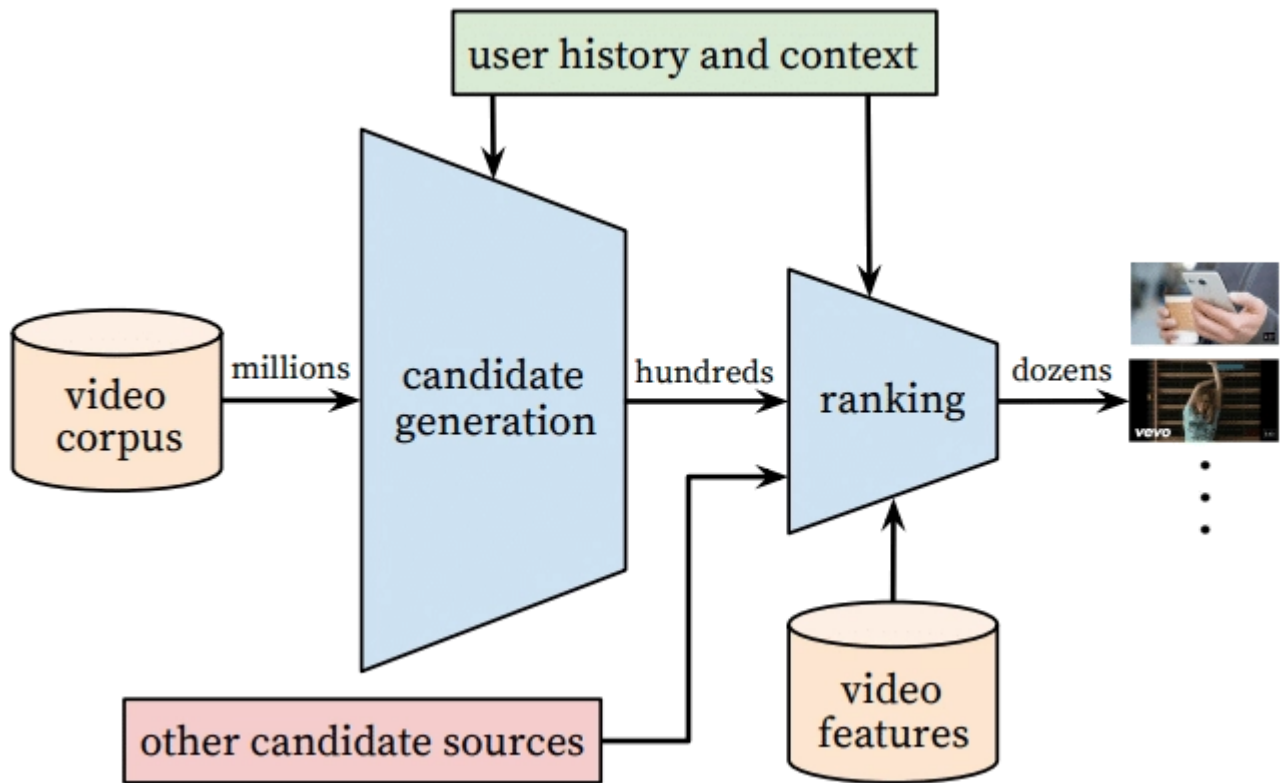
YouTube's algorithm has been delegated the decision-making process of video recommendations to each and every user of the platform across the globe based on a number of information gathered both from users and outside factors. These have evolved over the years depending on varying factors. According to YouTube's website, a specific list of signals provided by the user are those that define what each user is recommended. Those are:

- ▶ clicks on videos
- ▶ watch time
- ▶ survey responses
- ▶ shares
- ▶ likes and dislikes

Nonetheless, while those are decentralized factors, determined by a user's actions there are also centralized factors determined by YouTube itself with the goal of setting certain standards on recommended videos to the average user.

We explain the structure of the YouTube Algorithm and how it filters videos from across the platform to more and more specific recommendations according to the user's profile. We also explain the user's profile creation by the algorithm and how our choices affect the end recommendations.

Recommendation system architecture demonstrating the "funnel" where candidate videos are retrieved and ranked before presenting a few to the user. Source: TastyEdits.



### CONTENT CLASSIFICATION (AS IN SLIDE 9)

We explain to the participants:

- ▶ the requirement for the classification of videos into categories
- ▶ what the YouTube guidelines are
- ▶ what each category entails

It's important for vloggers to be aware of YouTube's content classification system, as it can have a significant impact on how their videos are seen and promoted on the platform. By creating content that is appropriate for all audiences, and by using relevant tags and descriptions, vloggers can help ensure that their videos are seen by the right people and are in compliance with YouTube's guidelines.

### **Content Classification (additional information)**

YouTube uses a combination of human review and machine learning algorithms to classify content on its platform. The goal of content classification is to ensure that videos are appropriate for all audiences, and to help users find videos that are relevant to their interests.

YouTube's content classification system includes several categories, such as "Family-friendly," "Mature," "Restricted," and "Not suitable for advertisers." These categories are assigned based on factors like the video's language, subject matter, and the presence of any potentially sensitive or controversial content.

Creators can also add their own metadata to their videos to help with classification, such as tags and descriptions. This can help ensure that their videos are more likely to be discovered by users who are interested in their content.

It's important for vloggers to be aware of YouTube's content classification system, as it can have a significant impact on how their videos are seen and promoted on the platform. By creating content that is appropriate for all audiences, and by using relevant tags and descriptions, vloggers can help ensure that their videos are seen by the right people and are in compliance with YouTube's guidelines.

Centralized factors are used to classify YouTube videos among two categories; authoritative or borderline, although there is a further score system within each category. This classification takes place based on evaluations made by YouTube employees who evaluate quality and information within each video relying on rating [guidelines](#) provided by YouTube itself.

Evaluators come from a diverse background in order to understand the languages they come in contact with, as well as the cultural nuances of the content. Expert advice is also relied upon on specific topics such as medical issues.

#### **AUTHORITATIVE CONTENT (AS IN SLIDE 10)**

The authoritative content on YouTube is the one that adheres to the platform's community guidelines and provides valuable, accurate, and reliable information. YouTube has set several criteria to ensure that the content is authoritative. Firstly, the content should be backed by reliable sources and expert opinions. Secondly, it should be fact-checked and verified. Thirdly, it should be free from any form of bias or misinformation. Lastly, it should be presented in a clear and concise manner that is easy to understand.

The authoritative content on YouTube covers a wide range of topics, from science and technology to health and wellness, education, and entertainment. YouTube has partnered with various organizations and institutions to promote authoritative content on the platform. For instance, YouTube has partnered with the World Health Organization (WHO) to promote accurate information about the COVID-19 pandemic. The platform has also partnered with educational institutions such as Harvard and MIT to provide educational content to users.

To ensure that the content on the platform is authoritative, YouTube has also developed a review process that monitors and reviews videos that violate its guidelines. The review process is conducted by human reviewers who are trained to identify and flag content that is harmful or offensive. YouTube also uses machine learning algorithms to detect and remove content that violates its guidelines.

#### ***Authoritative Content (additional information)***

YouTube's authoritative content classification system is designed to promote content that is accurate, trustworthy, and informative. This system applies to videos related to sensitive topics such as news, science, and politics, and is intended to help users find content that is credible and reliable.

YouTube uses a combination of machine learning and human review to identify and promote authoritative content. Factors that are considered include the source of the information, the expertise of the creator, and the overall quality of the video.

Creators who produce content related to sensitive topics should strive to make their videos as informative and accurate as possible. This can include citing sources, providing context, and avoiding sensationalism or misinformation. By creating content that is seen as authoritative by YouTube's classification system, creators can increase the visibility and reach of their videos, and build a reputation as a trustworthy source of information.

It's important for vloggers to understand YouTube's authoritative content classification system and to strive to create high-quality, informative content. By doing so, they can build a loyal audience and help promote accurate information on the platform.

#### **BORDERLINE CONTENT (AS IN SLIDE 11)**

The term "borderline content" refers to content that is on the boundary between acceptable and unacceptable on YouTube. This content may not necessarily violate YouTube's community guidelines, but it could still be harmful or offensive to some viewers. YouTube's algorithm tries to identify borderline content and limit its distribution, but it can be challenging to do so accurately. Some examples of borderline content on YouTube include conspiracy theories, hate speech, and harmful misinformation. YouTube has implemented policies to address borderline content, such as reducing recommendations and limiting monetization for certain types of content. However, it is important to note that these policies are not always perfect and may inadvertently affect creators who produce legitimate content. It is

essential to remember that YouTube is a platform that hosts a wide range of content, and not all of it will appeal to everyone. It is up to individual viewers to decide what content they want to watch and to be mindful of the potential risks associated with certain types of content.

Which of these restrictions do you agree with?

What will you add from yourself?

### ***Borderline Content (additional information)***

YouTube's borderline content classification system is designed to identify and limit the spread of content that is considered to be on the boundary between acceptable and problematic. This includes content that may not violate YouTube's community guidelines, but still may be considered harmful or controversial.

Borderline content can include things like conspiracy theories, hate speech, and harmful misinformation. YouTube uses a combination of machine learning and human review to identify and classify borderline content, and may limit the visibility of videos that are classified as such.

Vloggers should be aware of YouTube's borderline content classification system and strive to create content that is not only in compliance with YouTube's guidelines, but also avoids promoting harmful or controversial ideas. By creating content that is informative, respectful, and engaging, vloggers can build a loyal audience and avoid being classified as borderline content on the platform.

## **TIKTOK ALGORITHM**

If participants do not use TikTok, the trainer can briefly present this part.

### ***TikTok Introduction***

#### **INTRODUCTION TO TIKTOK (AS IN SLIDE 12)**

According to WebWise, TikTok is a content-sharing platform for creating, sharing and discovering short videos. The app is used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-syncing, and allows users to create videos and share them across a community. Since its launch internationally in 2017 by Chinese tech giant ByteDance, it merged with then-popular social media app Musical.ly and as such it has become the most downloaded app with 2.5 billion installs as of July 2022.

We ask the participants whether they are aware of the existence of TikTok and whether they have previous experience in content creation or consumption within said platform.

#### **TIKTOK'S ALGORITHM (AS IN SLIDE 13)**

TikTok's layout is quite different from YouTube's as the user is not presented with a number of choices of videos to choose from, but rather is presented with a video that the app considers most likely for the user to be interested in, based on a number of specifications the user provides by default to the app by downloading it.

### ***TikTok's algorithm (additional information)***

TikTok's algorithm is designed to show users the content that they are most likely to enjoy and engage with based on their past behavior on the app. Here's a simplified explanation of how it works:

- First, TikTok uses machine learning to analyze each user's interactions with the app, including the videos they watch, like, comment on, and share.
- Based on this data, TikTok creates a unique "For You" page for each user, which shows them a personalized selection of videos that they are likely to enjoy.
- TikTok's algorithm takes into account a variety of factors when deciding which videos to show on a user's "For You" page, including the video's engagement (likes, comments, shares), its relevance to the user's interests, and the quality of the video itself.



- When a video is posted, TikTok initially shows it to a small group of users to gauge their reaction. If the video performs well with this initial group, TikTok will then show it to a wider audience.
- TikTok also rewards creators who consistently produce high-quality content that resonates with their audience. These creators may be featured on the "For You" page more frequently, which can help them grow their following and reach new viewers.

Overall, TikTok's algorithm is constantly learning and evolving based on user feedback and behavior. By analyzing each user's interactions with the app, TikTok aims to provide a personalized and engaging experience for everyone.

#### **FOR A START (AS IN SLIDE 14)**

When someone opens a TikTok account, they are greeted with videos based on a few different criteria. These include:

**Location:** TikTok uses your device's GPS to identify your location and serve you videos that are popular in your region or country.

**Language:** TikTok detects the language preference set on your device and serves videos in that language.

**Interests:** TikTok uses machine learning algorithms to analyze the videos you watch, like, and share, and suggests content based on your interests.

**Popular trends:** TikTok also features popular trends, hashtags, and challenges that are trending on the platform.

**Engagement:** TikTok shows you videos that are more likely to keep you engaged and spending more time on the app, based on factors such as video length, visual appeal, and content type.

Overall, TikTok's algorithm is designed to show you videos that are likely to keep you entertained and engaged, while also taking into account your personal preferences and location. As you continue to use the app and engage with content, TikTok's algorithm will adjust and refine the videos it shows you to better match your interests.

#### **USER INTERACTION WITH THE PLATFORM IS CRUCIAL! (AS IN SLIDE 15)**

This information is used by TikTok's algorithm to better understand the user's interests and preferences and to curate a personalized "For You" page. The "For You" page is a continuous feed of videos that TikTok thinks the user will enjoy, based on their previous interactions with the app.

As the user continues to engage with the content on their "For You" page, the algorithm will continue to refine its recommendations and show them videos that are increasingly tailored to their specific interests. This creates a highly personalized and engaging experience for TikTok users, which is one of the reasons for the app's rapid rise in popularity.

#### **THE TIKTOK ALGORITHM (AS IN SLIDE 16)**

According to the New York Times "TikTok has chosen to optimize for two closely related metrics in the stream of videos it serves:

**"retention"** that is, whether a user comes back

**"time spent"**

The app wants to keep you there as long as possible.

Retention and time spent are two important metrics that help measure the success of content on TikTok.

- Retention is a measure of how many viewers watch a video all the way through. For example, if a video has 100 views and 80 of those viewers watch the entire video, the retention rate is

80%. A high retention rate indicates that viewers find the content engaging and are more likely to engage with future content from that creator.

- Time spent is a measure of how long viewers spend watching a video. This metric is important because it shows how engaging a video is, and how likely viewers are to watch other videos from the same creator. A higher time spent metric indicates that the content is more engaging, and that viewers are more likely to stay on the app and watch more videos.

On TikTok, both retention and time spent metrics are used by the algorithm to determine which videos to show to users. Videos that have high retention and time spent metrics are more likely to be shown on the "For You" page, which can lead to increased views, likes, and followers for the creator.

Overall, retention and time spent metrics are important indicators of the success of content on TikTok. By creating engaging and entertaining videos, creators can improve these metrics and increase their reach on the platform.

TikTok has a system of "**tiers**" that determine the features and privileges available to users based on their follower count. Here's a brief explanation of the three tiers:

- Regular user: This is the default tier for all TikTok users. It includes basic features such as creating and sharing videos, commenting on other users' videos, and using filters and effects.
- Verified user: Users with a blue checkmark next to their username are verified users. This means that TikTok has confirmed their identity and they are considered to be authentic and trustworthy. Verified users have access to additional features such as live streaming and the ability to add links to their videos.
- Creator Fund user: Users who are part of the TikTok Creator Fund are eligible for additional benefits such as monetizing their content through ads and receiving performance insights and analytics. To be eligible for the Creator Fund, users must have at least 100,000 followers and meet certain other requirements.

Overall, the tier system in TikTok is designed to provide users with additional features and benefits as they gain more followers and become more active on the platform. By engaging with their audience and creating high-quality content, users can work their way up the tiers and unlock new opportunities for growth and success.

#### THE TIKTOK VS YOUTUBE ALGORITHM (AS IN SLIDE 17)

If participants do not use TikTok, the trainer can briefly present this part.

TikTok and YouTube are both social media platforms that use algorithms to recommend content to users. However, there are some key **differences** between the two algorithms, and these differences may be important for learners aged 65+ who are interested in using these platforms.

The main difference between the TikTok and YouTube algorithms is the way they prioritize and recommend content. **TikTok's algorithm is primarily focused on serving users with content that they are likely to engage with, based on their past behavior on the app.** This means that TikTok is more likely to show users videos that are trending or have gone viral, rather than content from established creators or channels.

In contrast, **YouTube's algorithm is more focused on user preferences and search history.** The platform is designed to recommend videos and channels that align with a user's interests, based on their past viewing history and search queries. This means that YouTube is more likely to recommend content from established creators and channels that a user has previously engaged with, rather than just focusing on what's popular.

For learners aged 65+, this difference may be important **if they are looking for content on specific topics or from established creators.** If they are interested in following specific creators or channels, they may find YouTube's algorithm more helpful in discovering new content. On the other hand, if they are interested in discovering new and trending content, they may find TikTok's algorithm more engaging and relevant.

## LET'S MAKE ALGORITHM WORK IN YOUTUBE AND TIKTOK

**Activity 2.9.***Learning activity no 2.9: Algorithms*

<b>Learning activity no.</b>	<b>Algorithms – HOMEWORK ACTIVITY</b>
<b>Description</b>	Participants search in YouTube and in TikTok 9 movies with cats on preferred channels and try to analyze how the algorithms work, what decides that the movie is well positioned. Then they leave apps for some time and rejoin apps (e.g. after 1 h) and can see the results in the app feed and for the page. They can share their observations with the trainer and group.
<b>Goal</b>	What participants have to archive: <ul style="list-style-type: none"> <li>· practical knowledge how the algorithms work</li> </ul>
<b>Duration</b>	How long does this activity take? <ul style="list-style-type: none"> <li>· 15 min</li> </ul>
<b>Worksheets/ Resources needed</b>	Participants' smartphones
<b>Stars</b>	How many stars a participant can get for this activity? And for what? for this activity there isn't any star.
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  Non badges for this activity

**CHAPTER 2.4: INTERACT WITH YOUR AUDIENCE**

Lesson/Section 6	Interact with your audience
Duration:	70 minutes: <ul style="list-style-type: none"> <li>● Marketing Strategies – 20 min</li> <li>● Communication Strategies – 30 min including: <ul style="list-style-type: none"> <li>○ Activity 2.10. – 15 min time assessment on next lesson 15 min time assessment on next lesson</li> </ul> </li> <li>● Content Outsourcing – 20 min</li> </ul>
Resources needed:	Smartphone

PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_2.4_Sharpener your digital skills_Interact with your audience_final <ul style="list-style-type: none"> <li>● Marketing Strategies – slides 1-9</li> <li>● Communication Strategies – slides 10-17</li> <li>● Content Outsourcing – slides 18-24</li> </ul>
Videos to make or Apps /Devices to test	For submitting homework – <a href="#">Activity 2.9. Badge Hunt (slide 18)</a> A collaboration video of choice
Worksheets	N/A

## INTRODUCTION OF AUDIENCE

Interaction between content creators and their audiences in the context of social media is a cornerstone of modern online media, especially with regards to vlogging. With the advent of video-sharing platforms in the mid-2000s as computers and servers became capable of storing and streaming large amounts of video content, as well as the installation fast internet connections in home environments, so did arise the need for interaction between content creators and their audiences – initially on YouTube, later on other platforms, such as Snapchat, Instagram and TikTok. This became possible through many functions offered by the platforms themselves, such as the comment section, the reply function, like and dislike buttons as well as other “emoji-powered” reactions offered by certain platforms towards content. This interaction is mainly directed from the audience towards the content creator, allowing for feedback on the content as well as the adjustment towards the interests of the audience as well as towards current trends.

On the other hand, there exists interaction from the side of the creator towards the audience, which is also the main theme of this section. The content creator stands to gain through taking the time to understand the feedback of their audience as the content is evaluated constantly and given a general direction. The approach each creator will adopt to respond to criticism, praise, directions and proposals as well as possible attacks and even threats could determine their prospective success.

In choosing an interaction approach each creator must take into account a number of factors, such as the type of content they produce, the target audience’s median age, gender and localization, language and even upload timing. By optimizing their approach to each of those factors, a creator can gain motivation for the continuation of their work, insightful criticism and new proposals about how to adjust their work to better fit their audience’s appeal and finally build a rapport with their audience to maintain their support and viewership in the long-term.

### ***Three main notions of marketing and communication in the context of social media (as in slide 3)***

1. **Content Creation and Curation**: Creating and curating engaging and valuable content is the foundation of social media marketing. It involves understanding the interests, preferences, and behavior of the target audience and tailoring the content to meet their needs. Brands need to develop a content strategy that aligns with their business objectives, and create content that is relevant, informative, entertaining, and shareable.
2. **Community Building and Engagement**: Social media provides a platform for brands to build and engage with their community. It involves creating and maintaining an active presence on social media, responding to customer queries and comments, and leveraging user-generated content. Brands need to foster meaningful interactions with their audience and build relationships that lead to brand loyalty and advocacy.



3. Metrics and Analytics: Measuring the effectiveness of social media marketing efforts is essential to understand the impact on business outcomes. Metrics and analytics help brands to track engagement, reach, and conversion rates, and evaluate the performance of social media campaigns. This information can be used to refine the social media strategy and optimize future campaigns for greater success.

#### Examples:

1. Content Creation and Curation:
  - ▶ A clothing brand posts pictures and videos of its latest collection on Instagram and Facebook, showcasing the styles and colors that are trending this season.
  - ▶ A software company creates a blog post that explains how to use their product to solve a common problem faced by their target audience.
  - ▶ A restaurant shares recipes and cooking tips on its social media channels, providing value to its followers and showcasing its expertise in food.
2. Community Building and Engagement:
  - ▶ A sports brand replies to customer queries and comments on Twitter, building a rapport with its followers and showing that it cares about their needs and opinions.
  - ▶ A beauty brand runs a hashtag campaign on Instagram, encouraging its followers to share their makeup looks and techniques, and reposting the best ones to its own page.
  - ▶ A technology company organizes a Facebook group where users can share tips and tricks, ask for help, and connect with other users of the product.
3. Metrics and Analytics:
  - ▶ A fashion retailer tracks the number of clicks, likes, and shares on its social media posts to understand which types of content are resonating with its audience, and adjust its content strategy accordingly.
  - ▶ An e-commerce company uses Google Analytics to track conversions from social media ads, measuring the effectiveness of the ad campaigns and optimizing them for better performance.
  - ▶ A travel agency uses social listening tools to monitor what people are saying about its brand on social media, and respond to negative feedback in a timely and effective manner.

## MARKETING STRATEGIES IN A VLOGGING CONTEXT

The trainer explains the simple words what the marketing strategies are. If participants are curious or they are going to become professional vloggers, the trainer explains detailly this topic. If participants want to vlog only for fun, the trainer just mentions about marketing strategy.

Similarly to most activities involving an appeal to a wider public, and even more so in this context, Vlogging requires marketing. Marketing in social media should be developed in the form of a strategy as the main product for sale is the content produced.

The creator, besides from producer, is also the marketer and promoter and thus his goal is to expand on the product's likeability and appeal to a wider audience as well as demonstrate its superiority to its competitors.

#### *Examples of marketing in vlogging*

1. Product reviews and endorsements: Vloggers may review products in their videos and provide their audience with their personal opinions and experiences. They may also endorse products or services, either as part of a paid partnership or as an affiliate marketer.
2. Sponsorships and partnerships: Vloggers may partner with brands to promote their products or services in their videos, for example by including branded content or product placements in their videos.

3. **Branded content:** Brands may work with vloggers to create branded content, such as videos that highlight the brand's products or services. For example, a makeup brand may partner with a beauty vlogger to create a video showcasing their latest products and how to use them.
4. **Affiliate marketing:** Vloggers may include affiliate links in their video descriptions, which allow them to earn a commission when their audience clicks through and makes a purchase. For example, a tech vlogger may include affiliate links for products featured in their videos.
5. **Event coverage:** Vloggers may cover events, such as product launches or conferences, and provide their audience with behind-the-scenes access and exclusive content. This can help to generate buzz and interest in the brand and its products.
6. **Brand collaborations:** Vloggers may collaborate with brands on special projects, such as creating a limited-edition product line or hosting a giveaway. This can help to increase engagement and drive sales for the brand

### ***Developing your strategy***

According to MailChimp, there are a number of factors that have to be taken into consideration when developing such a strategy, which begins with identifying your audience. This is done by:

- ▶ Compiling data on the market the creator is aiming at. More specifically, “audience members’ ages, locations, and engagement patterns to market effectively to them.”
- ▶ Making use of social media analytics – where those are available by the website itself, and exploring the possibility of the creation of a business-type account.
- ▶ Taking into account the competition the creator has to tackle to succeed within the platform. This is achieved by watching and understanding similar creators’ content and noting gaps in the market.

### **MARKETING STRATEGIES (AS IN SLIDE 4)**

We ask the participants whether they are familiar with any marketing strategies. We also ask how they believe those can be applied to a social media context or vlogging.

Similarly to most activities involving an appeal to a wider public, and even more so in this context, Vlogging requires marketing. Marketing in social media should be developed in the form of a strategy as the main product for sale is the content produced. The creator, besides from producer, is also the marketer and promoter and thus his goal is to expand on the product’s likeability and appeal to a wider audience as well as demonstrate its superiority to its competitors. Product reviews and endorsements, Sponsorships and partnerships: Branded content, Affiliate marketing, Event coverage, Brand collaborations

### **DEVELOPING YOUR STRATEGY (AS IN SLIDE 5)**

There are a number of factors that have to be taken into consideration when developing a marketing strategy, which begins with identifying your audience. This is done by:

**Target audience:** Knowing your target audience is crucial in developing an effective marketing strategy. You need to understand the demographics, interests, and preferences of your audience to create content that resonates with them.

**Platform selection:** Social media platforms vary in their demographics and features, so you need to select the platforms that are most relevant to your target audience and align with your content style.

**Content creation:** As a vlogger, your content is your product, so you need to ensure that it is high-quality, engaging, and relevant to your audience. You should also consider the frequency of your content, the format (such as live streams or pre-recorded videos), and the length of your videos.

**Branding:** Developing a consistent brand image and voice is important for building your identity as a vlogger. You should consider your brand colors, logo, tagline, and overall tone in your marketing strategy.



**Promotion:** Promoting your content is essential for reaching a wider audience. You can use paid advertising, collaborations with other influencers, or organic reach strategies such as hashtags and sharing on other platforms.

**Analytics and measurement:** You should regularly track and analyze your social media metrics to understand what content is resonating with your audience and adjust your marketing strategy accordingly.

#### **TIMING AND CONSISTENCY (AS IN SLIDE 6)**

On the other hand, while specific times of the day should be taken into account for posting (such as the late afternoon) in order to maximize engagement from the audience, there should be also regularity and consistency in uploading content both to maintain the rapidly-fleeting attention of modern audiences as well as to garner the attention of further audiences outside the already established ones.

Timing and consistency are crucial when interacting with your audience as a vlogger because it helps to build trust, credibility, and loyalty among your followers.

Firstly, timing is important because you want to engage with your audience when they are most active and receptive to your content. By understanding your audience's behavior patterns, you can identify the best times to post your content, whether it's during specific days of the week or certain times of the day. This helps ensure that your content reaches the maximum number of people and increases the likelihood of engagement.

Secondly, consistency is important because it helps to establish a routine and expectations among your audience. When you consistently post content at regular intervals, your followers will know when to expect new content and will be more likely to engage with it. This also helps to build brand recognition and awareness, as your audience becomes familiar with your content style and voice.

Overall, timing and consistency are crucial for vloggers to establish a strong relationship with their audience, increase engagement, and achieve long-term success.

#### **ADJUSTING CONTENT BASED ON THE AUDIENCE (AS IN SLIDE 7)**

Furthermore, following this identification of the target audience the creator should adjust their content to said audience. E.g. Younger audiences are more interested in current issues, civil rights and environmental problems, while older audiences are more inclined to be interested in less politically charged issues. The audience's demographics and localization play a significant role in determining the tone and topic of the content when interacting with social media audience as a vlogger.

- ▶ The demographics of the audience, such as age, gender, education level, and income, provide valuable insights into their interests and preferences. For example, if your audience is mostly composed of teenagers, you might want to create content that speaks to their interests, such as music, fashion, or gaming. Similarly, if your audience is composed of working professionals, you might want to create content that is more informative and professional in tone.
- ▶ Localization is also important because it determines the cultural and social context of the audience. Understanding the culture and customs of your audience's country or region can help you create content that is more relatable and relevant. For example, if your audience is based in a specific country, you might want to create content that addresses local issues, customs, or events.

Overall, understanding the audience's demographics and localization is essential in creating content that resonates with them. By tailoring the tone and topic of your content to the audience's interests and cultural context, you can establish a stronger connection with your audience and increase engagement.

#### **WHEN POSTING, ASK YOURSELF...(AS IN SLIDE 8)**

When developing content the creator should also bear in mind certain questions about what they post. Such questions include:



- Is this content contributing to the lives of the audience?
- Is it original?
- Is the content bound to inspire or entertain?
- Are the sources used, cited?

When developing content in social media as a vlogger, you should bear in mind certain questions about what you post. Such questions include:

- ▶ Is the content relevant to my audience? You should ensure that your content is aligned with your audience's interests and preferences, and that it provides value to them.
- ▶ Does the content reflect my brand values and voice? Your content should be consistent with your brand image and messaging and should communicate your unique perspective and personality as a vlogger.
- ▶ Is the content high-quality and visually appealing? Your content should be well-produced, engaging, and visually appealing to capture your audience's attention and stand out from other content on social media.
- ▶ Does the content comply with social media policies and regulations? You should ensure that your content meets the guidelines and regulations set by the social media platforms you are using.
- ▶ Is the content ethical and respectful? You should ensure that your content is ethical, respectful, and does not violate the rights or dignity of any individual or group.

By asking yourself these questions, you can create content that is relevant, engaging, and aligned with your brand and values, while also complying with ethical and regulatory standards. This helps to build a strong and loyal following and establish a positive reputation as a vlogger.

#### **MEASURING AUDIENCES' RESPONSE (AS IN SLIDE 9)**

A successful content creator should always take into account certain metrics about their audience to help measure their outreach as well as optimize contact with them.

On the other hand, the creator should not collect all data provided to them by the platform, but rather distinguish which metrics are necessary for the improvement of their understanding of the audience.

#### Common social media metrics

- Reach
- Engagement
- Impressions
- Mentions
- Post clicks
- Video views

Social media metrics are measurements that track the performance of your social media presence and help you understand how your content is performing. Some common social media metrics include:

- ▶ **Reach:** The number of people who have seen your content.
- ▶ **Impressions:** The total number of times your content has been viewed, including multiple views by the same user.
- ▶ **Engagement:** The number of likes, comments, shares, or other interactions your content has received.
- ▶ **Mentions:** This metric measures the number of times your brand or content has been mentioned by other users on social media. This can include mentions in posts, comments, or tags. Mentions can be an indicator of brand awareness and can help you identify potential brand ambassadors or influencers. You can track mentions using social media monitoring tools or by setting up alerts for your brand name.
- ▶ **Post clicks:** This metric measures the number of clicks on a post or a link within a post. This can help you understand how engaging your content is and how effective your calls to action are. Post clicks can also provide insights into which types of content are



resonating with your audience and driving traffic to your website or other online platforms.

- ▶ Video views: This metric measures the number of times a video has been viewed on social media. This can include both organic and paid views. Video views can help you understand how engaging your video content is and whether it is reaching your target audience. You can also track other video metrics such as view time, engagement rate, and completion rate to gain deeper insights into how your video content is performing.
- ▶ Click-through rate (CTR): The percentage of people who clicked on a link in your content compared to the number of people who saw it.
- ▶ Conversion rate: The percentage of people who completed a desired action, such as signing up for a newsletter or making a purchase, after clicking on a link in your content.
- ▶ Follower growth: The number of new followers you have gained over a certain period of time.
- ▶ Social media traffic: The amount of traffic to your website or other online platforms that came from social media.
- ▶ Audience demographics: Information about the age, gender, location, and other characteristics of your social media followers.

By monitoring these metrics, you can gain insights into the effectiveness of your social media strategy and identify areas for improvement. You can also use these metrics to set goals and track your progress towards achieving them.

## COMMUNICATION STRATEGIES

### INTRODUCTION (AS IN SLIDE 10)

We ask the participants how they believe they can communicate with their audience, both through the platform they use to upload their content and via other social media accounts and platform where they are active.

An important tool to establish a connection between a content creator and their audience is communication. This is achieved through a number of channels, besides the main one where content is posted. For instance, a content creator should maintain accounts on multiple social media, to keep their audience engaged.

Some ideas on parallel activities on other social media platforms:

- ▶ Twitter: Vloggers can use Twitter to share quick updates, behind-the-scenes footage, or to engage their audience with polls and questions. They can also use hashtags to join conversations related to their niche or to promote their content.
- ▶ Facebook: Vloggers can use Facebook to share their videos and other content, and engage their audience through comments and messages. They can also create a Facebook group to build a community around their content and interact with fans more directly.
- ▶ Instagram: Vloggers can use Instagram to share photos and short videos, and engage their audience through comments, direct messages, and Instagram Stories. They can also use hashtags to increase their reach and promote their content.
- ▶ TikTok: Vloggers can use TikTok to create short-form videos that showcase their personality, skills, or creativity. They can also engage their audience through comments and direct messages, and use hashtags to increase their visibility on the platform.
- ▶ YouTube Community tab: Vloggers with a YouTube channel can use the Community tab to share updates, polls, and other content with their subscribers. They can also use the tab to interact with fans through comments and direct messages.

### Additional information

Vloggers can communicate with their audience through a variety of channels, both on the platform they use to upload their content and via other social media accounts and platforms where they are active. Here are some suggestions and ideas:

- ▶ **Comments and replies:** Vloggers should regularly check and respond to comments on their videos, as this shows their audience that they are engaged and listening. They can also use the comments section to ask for feedback, ideas, or suggestions for future content.
- ▶ **Live streams:** Vloggers can use live streaming features to interact with their audience in real-time, answer questions, and provide behind-the-scenes glimpses of their life or work. This can be done on the platform they use to upload their content or on other social media platforms such as Instagram or Facebook.
- ▶ **Q&A sessions:** Vloggers can dedicate a video or a series of videos to answering questions from their audience. They can collect questions through social media polls or by encouraging viewers to submit questions in the comments.
- ▶ **Social media stories:** Vloggers can use the ephemeral content features on social media platforms such as Instagram and Snapchat to share quick updates, behind-the-scenes footage, or sneak peeks of upcoming content. They can also use these features to ask for feedback or engage their audience with interactive features such as polls and quizzes.
- ▶ **Community building:** Vloggers can create and nurture a community around their content by encouraging viewers to connect with each other through comments, social media groups or forums, or by organizing meetups or events.

By using these channels to communicate with their audience, vloggers can foster deeper connections and engagement with their fans, build a loyal following, and receive valuable feedback and insights to improve their content.

### **SOCIAL MEDIA PLATFORMS VARIETY OF LOGOS (AS IN SLIDE 11)**

We ask the participants to name as many platforms as they can from this picture, whether they own accounts on them and if they use them regularly. Tumblr, Pinterest, Snapcash, Myspace, TikTok, telegram, Facebook, Instagram, twitter, YouTube, Reddit, LinkedIn (from top left to bottom right).

An important tool to establish a connection between a content creator and their audience is communication. This is achieved through a number of channels, besides the main one where content is posted. For instance, a content creator should maintain accounts on multiple social media, to keep their audience engaged.

Social media should be chosen on a basis of likelihood of engagement and adjusted based on the demographics and possibility of reaching the audience. For instance, younger generations are more likely to be more active on Instagram, Snapchat and TikTok while older generations of viewers are more likely to be contacted over Facebook. There are also cross generational social media, such as Twitter which allow for better reach to all audiences.

### **EXAMPLES OF COMMUNICATION STRATEGY (ADDITIONAL INFORMATION)**

One example of a communication strategy when vlogging is to use social media to engage with your audience and promote your content. This can involve creating a social media profile for your vlog and using it to share new videos, behind-the-scenes content, and other updates with your followers.

Another strategy is to create a consistent visual style and tone for your content, which can help to build your brand and make your vlogs more recognizable to your audience. This might involve using a consistent color palette, font, or visual effects in your videos, as well as developing a consistent tone and voice for your messaging.

Finally, another effective communication strategy for vlogging is to engage with your audience directly through comments and other forms of feedback. Responding to comments and answering questions

can help to build trust and credibility with your audience, and can also provide valuable insights into what your viewers are interested in seeing more of in your vlogs.

#### COMMUNICATION ADVICE (AS IN SLIDE 12)

- ▶ Avoid repetition among platforms: While it's important to share your content on multiple platforms, avoid posting the same message or content across all platforms. Instead, tailor your message and content to each platform's audience and specifications.
- ▶ Be quick and courteous: Respond to comments, direct messages, and questions from your audience as quickly as possible, ideally within 24 hours. Be courteous and professional in your responses, and avoid engaging in negative or controversial discussions.
- ▶ Use personalization: Address your audience by their name or username, and use a conversational tone in your interactions. This can help build a stronger connection with your audience and make them feel valued.
- ▶ Provide value: Share useful and informative content with your audience, such as tips, tutorials, or behind-the-scenes glimpses of your vlogging process. This can help keep your audience engaged and build their trust in you as a content creator.
- ▶ Encourage feedback: Ask your audience for feedback on your content, and be open to constructive criticism. This can help you improve your content and build a stronger relationship with your audience.

By following these communication tips, vloggers can build a strong and engaged audience on social media, and establish themselves as a trusted and valued content creator.

#### COLLABORATIONS (AS IN SLIDE 13)

For a content creator taking their first steps into the world of vlogging, it is crucial to establish connections with other existing creators, who may also be willing to shout out new creators who bring in new ideas. In addition, new creators benefit greatly from being shouted out, as they gain access to a larger audience than their own and furthermore, they have an opportunity to exhibit their talents to a bigger pool while in collaboration with an already established name in the field.



Source: [Think Media](#)

In addition, through collaboration with one or more content creators, a unique mix of skills that is shared between the contributors is established and divulged towards their audience. This creates an opportunity for more entertaining and appealing content, which could not have been achieved by one person.

This of course is achieved through collaboration with the right partner. If a travel vlogger was to collaborate with a fashion vlogger for instance, it is quite likely that subscribers and viewers would not be as pleased to follow this collaboration and could even let go of the organizing party's channel. Such a problem is easily remedied by the selection of similarly-themed content creators for a collaboration, but also similarly popular, as a famous creator would stand to gain close to nothing through a collaboration with a newcomer.

**COLLABORATIONS WITH OTHER CREATORS (AS IN SLIDE 14)**

Collaborating with another creator can be a great way for a vlogger to expand their audience, reach new viewers, and create exciting and engaging content. Here is a brief explanation of the collaboration process:

- ▶ Choose the right partner: When collaborating with another creator, it's important to choose someone who shares a similar niche or target audience. This ensures that your collaboration will be relevant and interesting to your audience, and that both creators can benefit from the partnership.
- ▶ Similar outreach: Ensure that the partner you choose has a similar outreach as you do. This helps to ensure that the collaboration reaches the right audience and that each partner can benefit equally from the collaboration.
- ▶ Market it extensively to your audience through social media: To get the most out of your collaboration, it's important to market it extensively to your audience through social media. Promote your collaboration on all your social media platforms and engage with your audience about the collaboration to generate excitement and interest.
- ▶ Plan the collaboration: Plan the collaboration in advance with your partner, taking into account your respective strengths and expertise. Decide on the type of content to create, the format, and the promotion strategy.

By collaborating with another creator, vloggers can expand their audience and reach new viewers, while creating exciting and engaging content that can help to grow their brand and reputation.

**HOW TO COLLAB (1/2) (AS IN SLIDE 15)**

- ▶ Filming two different videos in person: This involves both vloggers meeting in person and filming two separate videos, which are then uploaded to each other's channels. This is a great way to create diverse content and provide different perspectives on a topic.
- ▶ Sending clips back and forth to create a single video: In this type of collaboration, both vloggers film their scenes separately and then send the clips to each other to create a single video. This can be a great way to create cohesive content, even if the vloggers are in different locations.


**HOW TO COLLAB (1/2) (AS IN SLIDE 16)**

- ▶ Video takeover: A video takeover involves both vloggers taking over each other's channels for a specific video. This can be a fun way to showcase each other's content and provide a fresh perspective for viewers.
- ▶ Hybrid video collab: This type of collaboration involves a combination of any of the above methods, such as filming two different videos in person and then editing the footage together, or doing a video takeover that includes clips from both vloggers. This can provide a unique and engaging viewing experience for audiences.

**Activity 2.10.**

*Learning activity no 2.10: Collab video and communication with the audience*

<b>Learning activity no.</b>	<b>Collab video and communication with the audience – HOMEWORK</b>
<b>Description</b>	<p>Participants can create a collaboration video of choice. The participants can choose a partner themselves or a lottery/division can assign partners in teams.</p> <p>Let the DUOs think of the collaboration way themselves.</p>

	<p>If someone wants to work alone, that is also possible. They can then work with other vloggers from outside of their class team (including multigenerational pairs).</p> <p>Participants should publish the video and get some response from audience. If they don't want to publish anything, they should show others and get some opinions about it.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· a video which involves two or more vloggers (there is no additional requirements of the video)</li> <li>· the first contact with the audience and first experience of audience reactions</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· as a homework it can takes as much time as is needed – at least 1 hour</li> <li>· Trainer needs 15 min for assessment for all videos</li> </ul>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <ul style="list-style-type: none"> <li>· for this activity there isn't any stars</li> </ul>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p> 1 badge for bringing a movie to next classes</p>

## CONTENT OUTSOURCING

The topic below can be interesting for these participants who want to be a professional vlogger and have difficulties with creating content on their own. The trainer decides if he/she needs to present this theme with all the details or just mention about it.

### INTRODUCTION (AS IN SLIDE 18)

We ask the participants why they believe outsourcing can be beneficial to content creation and whether it has benefited them in other endeavors in the past. Pose those 3 questions to initiate discussion.

Then, you can present the following answers:

1. Outsource your content if you don't have the necessary skills, time, or resources to create high-quality content consistently, or if you want to focus on other aspects of your vlogging business. Ensure that you choose an outsourcing partner who understands your niche, has a proven track record, and can deliver on your requirements within your budget.
2. When selecting an outsourcing agent, consider factors such as their level of expertise, their portfolio of work, their communication skills, their ability to work within your budget and timeline, and their willingness to collaborate and make revisions based on your feedback. Choose an agent who shares your vision, values, and creative style, and who can help you achieve your vlogging goals effectively.
3. The benefits of outsourcing your vlogging content include saving time, increasing productivity, improving the quality and consistency of your content, accessing specialized skills and expertise, scaling your vlogging business faster, and reducing costs associated with hiring and

training in-house staff. Additionally, outsourcing can allow you to focus on your strengths and core competencies, while delegating non-core tasks to experts in the field.

#### **OUTSOURCING TO OUTSIDE ACTORS (AS IN SLIDE 19)**

Benefits:

- ▶ Access to professional expertise: By outsourcing content creation to professionals, vloggers can benefit from their expertise in social media marketing and content creation, which can result in higher quality and more engaging content.
- ▶ Increased efficiency: Outsourcing can free up time and resources for vloggers, allowing them to focus on other aspects of their business.
- ▶ Fresh perspectives: Working with outside actors can bring new ideas and perspectives to the table, helping vloggers to stay current and relevant in their niche.
- ▶ Scalability: Outsourcing content creation can help vloggers to scale their business more efficiently and effectively.

Drawbacks:

- ▶ Loss of control: Vloggers may feel like they are losing control over their content and brand voice when outsourcing to outside actors.
- ▶ Cost: Outsourcing can be expensive, especially for smaller vloggers or those on a tight budget.
- ▶ Quality concerns: Outsourcing to an outside actor may result in a lower quality of content if they do not have the same level of expertise or understanding of the vlogger's brand as the vlogger themselves.
- ▶ Communication challenges: Vloggers may face communication challenges when working with outside actors, such as language barriers or differences in time zones.

Overall, outsourcing social media content to outside actors can be a good option for vloggers who want to improve the quality and efficiency of their content creation, but it is important to weigh the benefits and drawbacks carefully before making a decision.

#### **CHOOSING BETWEEN FREELANCERS AND AGENCIES (AS IN SLIDE 20)**

There exist mainly two options when outsourcing; hiring freelancers and hiring agencies.

##### Freelancers

On the one hand, Freelancing content editors and moderators are experienced and also the cheaper option for a content creator, because terms are negotiated easily and one-on-one. On the other, quality content is not guaranteed, and they're not very flexible.

##### Creative Content Agencies

Content moderating and editing agencies have differing benefits and disadvantages from freelancers. Hiring an agency allows for a full-package offered to content creators, such as the development of communication and marketing strategies as well as metrics analysis, and even publishing content on the creator's behalf. Nonetheless, agencies are far more expensive than freelancers, and they could prove unreliable both in terms of quality of results, as well as timely delivery.

Such a choice may be a determining factor for a content creator with a growing audience as they would have the opportunity to establish themselves on the digital sphere, while focusing mainly on idea conception and leaving implementation to outsourcing agents.

#### **FREELANCERS, PROS AND CONS (AS IN SLIDE 21)**

On the one hand, Freelancing content editors and moderators are experienced and also the cheaper option for a content creator, because terms are negotiated easily and one-on-one. On the other, quality content is not guaranteed, and they're not very flexible.

#### **CREATIVE CONTENT AGENCIES (AS IN SLIDE 22)**

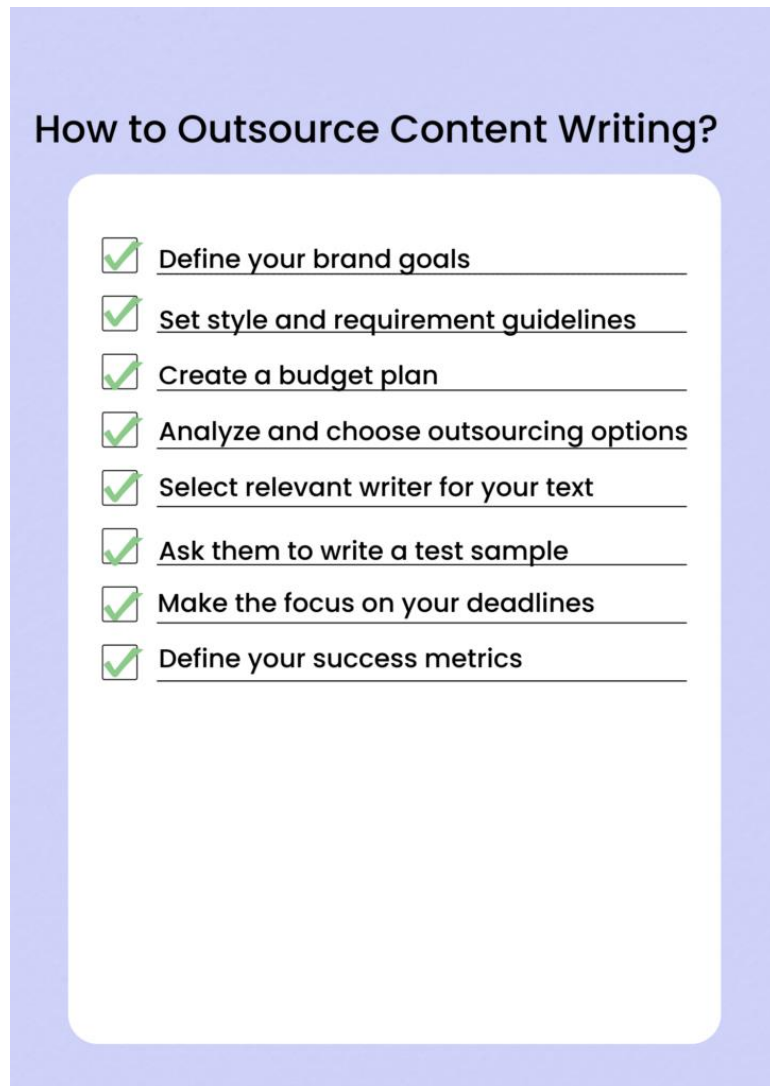
Content moderating and editing agencies have differing benefits and disadvantages from freelancers.

Hiring an agency allows for a full-package offered to content creators, such as the development of communication and marketing strategies as well as metrics analysis, and even publishing content on the creator's behalf. Nonetheless, agencies are far more expensive than freelancers, and they could prove unreliable both in terms of quality of results, as well as timely delivery.

Such a choice may be a determining factor for a content creator with a growing audience as they would have the opportunity to establish themselves on the digital sphere, while focusing mainly on idea conception and leaving implementation to outsourcing agents.

#### TIPS ON HOW TO OUTSOURCE CONTENT WRITING (AS IN SLIDE 22)

Tips how to plan effective collaboration with outsource agency or freelancer:



### How to Outsource Content Writing?

- ✓ Define your brand goals
- ✓ Set style and requirement guidelines
- ✓ Create a budget plan
- ✓ Analyze and choose outsourcing options
- ✓ Select relevant writer for your text
- ✓ Ask them to write a test sample
- ✓ Make the focus on your deadlines
- ✓ Define your success metrics

Source: [GreatContent](#)

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## MODULE 3: SHAPING YOUR VLOGGING

Title	Shaping your vlogging
Learning outcomes	<p>In this module the participant will learn:</p> <ul style="list-style-type: none"> <li>● the characteristics that define a digital influencer and a vlogger</li> <li>● the steps to become a vlogger</li> <li>● to define the characteristics of your own vlogging</li> <li>● how to plan a routine as a vlogger</li> <li>● to understand that vlogging can be more than a hobby</li> </ul>
Badges to gain	<p><b>In the module there are not any badges for activities only:</b></p> <p> <b>1 CONGRATULATION BADGE AFTER EACH MODULE</b> for each participant a badge for attendance at all classes in each module</p>
Starts to collect through the Module	<p><b>Number of STARS that will be given in the module for a chosen activity – 10 STARS</b></p> <ul style="list-style-type: none"> <li>● <b>Chapter 3.1. Shaping your vlogging</b></li> </ul> <p><b>2 ☆</b> for a class-room activity – <u>Activity No 3.1./ part 1</u></p> <p>Get to know myself as a vlogger – 1 star for each one who picks up 1 or 2 words; 1 star for sharing with the group their choice.</p> <p><b>2 ☆</b> for a class-room activity – <u>Activity No 3.1./ part 2</u></p> <p>Get to know myself as a vlogger – 1 star for creating a portfolio; 1 star for sharing with the group.</p> <p><b>Activity without stars</b> – <u>Activity No 3.1./ part 3</u></p> <p>Get to know myself as a vlogger – watching the video – homework.</p> <p><b>2 ☆</b> for a class-room activity – <u>Activity No 3.2.</u></p> <p>Vlogger planification – 2 stars for each one who complete this exercise (plan their vlog in the portfolio) in the session.</p> <p><b>4 ☆</b> for a class-room activity – <u>Activity No 3.3.</u></p> <p>Market Research – 2 stars for each one that complete the task voluntarily; 2 stars for those who voluntarily bring to the session specific examples of influencers and content they liked.</p>
Pre and Post Test Questions	<p>True or False TEST</p> <ol style="list-style-type: none"> <li>1. Any person can be a vlogger, it just requires some will and planning T</li> <li>2. There is no specific age to be a vlogger T</li> <li>3. One of the first thing to be a vlogger is choosing the theme T</li> <li>4. The intent of vlogging is to share just facts and not experiences F</li> </ol> <p>A vlogger</p> <ol style="list-style-type: none"> <li>1. Is Free to film any place and person to make better videos F</li> <li>2. Needs to make sure he has the consent of the people that appear in their posts/ videos T</li> <li>3. Should pay some attention to feedback to adapt the content for his target group T</li> <li>4. Should follow their intuition only and not be distracted by feedback</li> </ol>

	<p>from followers F</p> <ol style="list-style-type: none"> <li>5. In the first posts, the vlogger should introduce him/herself to the public and talk about his/her motivation for making videos T</li> <li>6. The vlogger should draw on his or her life experience to make the videos more intimate T</li> <li>7. The sharing of life experiences is irrelevant to the quality of the posts F</li> </ol>
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### CHAPTER 3.1.: INTRODUCTION & PLAN YOUR VLOGGING

Lesson/Section 1	<b>Shaping your vlogging</b>
Duration:	<p>90 minutes</p> <ul style="list-style-type: none"> <li>• Introduction: 20 minutes</li> <li>• Plan your own vlogging: 70 minutes including:             <ul style="list-style-type: none"> <li>○ Activity 3.1. parts 1-2 – 50 min</li> </ul> </li> </ul>
Resources needed:	<p>Introduction (paper, pens, flipchart, ppt, projector and screen)</p> <p>Plan your own vlogging (list of words in small papers- slide 14, portfolio with paper and pens, internet access to post the video, templates for dynamics on portfolio)</p>
PowerPoint Slides to deliver	<p>The PowerPoint: SeniorVLOG_3_Sharpening your vlogging</p> <ul style="list-style-type: none"> <li>• Introduction – slides 1-8</li> <li>• Plan your own vlogging – slides 9-16</li> </ul>
Videos to make or Apps /Devices to test	N/A
Worksheets	Portfolio

## INTRODUCTION OF VLOGGING PLAN

### THE DIGITAL INFLUENCER

Nowadays, people consume less traditional media and more digital media. The existing literature on digital media is still scarce, however, it is known that the role of the digital media is to affect the consumer behaviour, this means to influence individual's opinions, choices, and consumers. The need to communicate experiences, search for information, products, and services, is leading to the fact that people are exposing themselves more in social and digital media, as influencers and consumers (Stephen, 2016). This means that the role of digital influencer is increasing more and more. Inclusively, this occupation is being considered the new profession of the XXI century. In fact, some influencers produce digital content as a full-time occupation, while others regard it as a hobby. However, in both cases, being an influencer is related to a lifestyle and a social status (Szcurski, 2017).

*What is it like to be an influencer?* This concept refers to media users who exert more influence on other people than the average ordinary user. These people perform online to achieve a big audience (Senft, 2008). This concept includes the idea that everyone can do it, if they want it and invest in it (Ashton & Patel, 2018). The difference between the concepts of influencer and vlogger is not that big. As was

mentioned, influencers are people who influence other people's opinions and behaviour, through social networks, publishing videos, photos, texts or through blogs. On the other hand, vlogger, our video blogger, is the specific name for a person who posts videos on youtube talking about a certain topic (Bakhtiari, 2022).

#### CHARACTERISTICS OF THE DIGITAL INFLUENCER

Usually, influencers are admired and followed by a large audience. They are often associated with brands in a cooperative way. For this reason, this group can be seen as a cultural producer or as a strategic tool for marketing (Abidin, 2017). Influencers use to talk about fields like fashion, food, tourism, video games, etc. (WELLMAN et al.;2020).

The principal characteristic of an influencer is the power of **persuasion** (Szcurski, 2017) and the ability to **build a close relationship** with the followers (Abidin & Thompson, 2012). They also transmit an **image of trust** to the followers. Evidence shows that nowadays people (especially young ones) feel more trust on youtubers, 73% of users, than in TV celebrities, 45% of the users (Szcurski, 2017). Characteristics such as authenticity, consistency of content, sharing of routine and appealing editing of content, are ways to attract and retain people to the channel.

#### BENEFITS OF BEING A VLOGGER

Social media has many risks, depending how we use it. But, on the other hand, it can also have a lot of benefits. One is that it can **allow emotional and social connection with people**, when it is not possible to interact in person. It helps people to be aware about how their family and friends are. This, according to some studies, **can reduce loneliness levels** (Gallo, Shim, Wilber & Ailshire,2018).

As a content producer or influencer, **it allows people to share experiences, interact with different followers, reflect about feedback, and increase their self-esteem** (Garcia-Dia, 2020).

#### STEPS TO BECOME A SOCIAL MEDIA INFLUENCER

Naturally, before knowing the steps to become a vlogger it is necessary to understand what is crucial to make the decision to be or not to be a vlogger. For this decision the person should consider what vloggers normally do, to see if it is feasible.

If the answer is yes, it is important to organise this occupation in some guide steps.

What are the steps to become a social media influencer?

Though a person may follow an erratic path, there is a set of steps that one could follow to have an organised journey to become a social media influencer. Here are 7 steps originally created (Geysler, 2022:)

##### *Step 1: Select the theme and content*

The first step is to find the theme that the influencer wants to talk about and create content about, recognize ones' passion and plan how to share it. As an influencer, it is important to know your interest area. It should also be one that the person has some expertise in, because it will be necessary to be consistent and do research to prepare contents. It doesn't need to be just one theme; it can be a combination of themes but with some logic and relation (Werner\_Geysler, 2022)

It is important to clarify the type of content to create, what skills are needed to be trained. Even if I have domain in the content and communication skills, I will need to invest time to plan my vlogging. Influencers can also be inspired by other influencers or social media users. (Szcurski, 2017).

##### *Step 2: Optimize Social Media Profile*

It is important to select the platform where we want to produce the content, and to invest more effort in that one. Afterwards, it is necessary to look for strategies to improve our profile or create a new one for this field. One option is to switch the profile to a business account (most of the social media has this option).

After, it is important to manage profile details as the bio (describe the goals of the page/channel, area of expertise, information about the influencer); the profile pic, visible and with good quality (Werner\_Geyser, 2022).

#### *Step 3: Understand the audience*

It will be important to know the target you pretend to achieve and the audience preferences in terms of type of content. The influencer can start by analysing the followers he already has, to understand which characteristics their target has (Werner\_Geyser, 2022).

#### *Step 4: Post Relevant Content*

It is important to invest in creating the best content for the audience. Content must be very attractive for the followers, and for that it is necessary to plan strategies that promote engagement on followers (Werner\_Geyser, 2022).

#### *Step 5: Consistency*

For a successful page or channel, it requires regular posting, for example, once or twice a week. It can be analysed as the best day and time to upload the content. For a better organisation, it can be useful to make a chronogram (Werner\_Geyser, 2022).

#### *Step 6: Engage the audience*

The connection with the audience is very important. Influencers should reply to comments often and transmit that they are communicating frequently (Werner\_Geyser, 2022).

#### *Step 7 (optional in this case): Be open to collaborate with brands.*

Many vloggers collaborate with brands in order to promote their services or products while they get pay for the publicity (Werner\_Geyser, 2022). Paid partnerships typically work as follows: the digital influencer recommends the product or service of a particular brand, and, in return, the brand pays him/her an amount. The text of the post or the script of the video may be written by the influencer, but the brand actively participates in the process to make sure it's as personal and genuine as possible.

## **PLAN FOR OWN VLOGGING**

The emergence of digital influencers occurred through technological advances, the emergence of the internet, of social network sites, as a reflection of a society that started to display its daily life, its preferences, its way of living, modifying and interfering in the ways of being and being in the contemporary world. Some people have managed to stand out in the virtual world through blogs or profiles on social networks, which were created to communicate with users, offering tips on subjects with which they have affinity, such as fashion, beauty products, make-up, healthy visa style, travel, among others. It is from this daily exposure of their daily lives and sharing the same interests, that a process of identification between users and digital influencers has been developed.

### **CHOOSE THEME AND CONTENT**

To decide which content to produce it's important that the future influencer ask himself key questions like this: "Which type of content I would like to produce"; "what kind of followers I would like to have?"; "What do I want to influence and mobilise?"; "which type of content would my followers like to watch?" These types of questions can help the person to brainstorm about what type of video to post. The person should think about his/her routine and your personal environment can help you to define your interests. Exploring what already exists on YouTube, for example, can be useful (Zhayvoron, 2022).

Besides taking the steps set out before, there are some tips that can help a beginner to start vlogging. One is to share a video as a self-presentation of the influencer, touching key questions so that followers can get to know the vlogger. It is important that the vlogger shares his/her motivation for creating a vlog, as well as the plans for the vlogging channel. Then start to publish videos about the chosen theme in

different formats, interact with people through the comments section, respond to users, and be attentive to user feedback through comments and channel engagement. (Zhayvoron, 2022).

### Activity 3.1.

*Learning activity 3.1. – part 1: Get to know myself as a vlogger*

<b>Learning activity no.</b>	<b><i>Icebreaker: Get to know myself as a vlog consumer they were talking about</i></b>
<b>Description</b>	<p>Several square-shaped papers will be laid out on a table. Participants are invited to visit the table and draw out 1 or 2 themes they most identify with. Then the trainer asks each one " what does this theme say about your path and what do you want to transmit to the followers".</p> <p>Facilitator should prepare a list of small papers with different content suggestions like (Food, Gaming, Travelling, Books, etc.). These papers will be presented on the table. Participants will be invited to stand up and pick 1 or 2 words they would choose as the theme for their bloggers. After this period, the facilitator will ask "why?" and participants justify why this was their choice. Participants also are free to choose a different choice. Facilitator should control the time.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>Start brainstorming about what they think is interesting to talk about</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>30 minutes</li> </ul>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>2 ☆</b> for a class-room activity – <u>Activity No 3.1./ part 1</u></p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>There is no badge for this activity</p>

*Learning activity 3.1. – part 2: Get to know myself as a vlogger*

<b>Learning activity</b>	<b><i>Get to know myself as a vlogger</i></b>
<b>Description</b>	<p>According to my skills, what type of content would I like to talk about? Each participant will be invited to think about their skills, and knowledge, to discover the theme of their vloggers according to their area of interests. Participants should write their answer in the portfolio.</p>

	<p>Facilitator should engage participants to start fulfilling a portfolio. This could be brought by participants or planned by the staff organisation. Participants should think “According to my skills, what type of content I would like to talk about?” Each participant will be invited to think about their skills, and knowledge, to discover the theme of their vloggers according to their area of interests. Participants should write their answer in the portfolio.</p> <p>The part of this task can be recording a video by participants at home based on their choice in the portfolio and presenting it during next classes.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>· Self-assessment on their skills to choose the theme and content</li> </ul>
<b>Duration</b>	<p>How long does this activity take?</p> <ul style="list-style-type: none"> <li>· 20 minutes (10 for reflection + 10min to expose in the big group)</li> </ul>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p><b>2 ☆</b> for a class-room activity – <u>Activity No 3.1./ part 2</u></p> <p>1 star for create a portfolio; 1 star for sharing with the group.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>There is no badge for this activity</p>

Note: Some participants may already consume YouTube channels or Instagram influencers, however, others may not. This is a space where participants can share what kind of content they use to see/or would like to see.

*Learning activity 1- Part3: Get to know myself as a vlog producer*

<b>Learning activity 1 part3</b>	<b>Get to know myself as a vlog producer</b>
<b>Description</b>	<p>Homework activity, participants should watch this video or one equivalent to brainstorm better about which type of video they would like to produce in their channel. In the next session, the facilitator should start the brainstorming, then participants give their contributions and the facilitator resume what has been said by the participants. Participants should write their options in their portfolio.</p> <p>At this point, the facilitator should control the timing to manage if this active learning activity should be homework or if the video will be exposed during the class. Facilitator also should check if there are subtitles in their mother language or not, if not, he can share with participants or choose an equivalent video in the language of the country</p> <p><a href="#">Top 10 YouTube Channel Ideas 2022 - These Are The BEST I Found - YouTube</a></p>

<b>Goal</b>	What participants have to archive: To support participants in selecting the theme for their channel
<b>Duration</b>	How long does this activity take? - 30 minutes at home

Note: there aren't any badges and stars in the activity.

#### CHOOSE THE FORMAT

There are different types of content, and the person should find which one fits better with their interests. After defining the content, it is time to define the format. First, it is important to know that there are 3 groups of content, according to the format. These are:

- ▶ Textual content (which includes blog posts, articles, guides, lists, testimonials, questions, and answers, success stories, inspirational messages, funny stories, etc.);
- ▶ Multimedia content (infographics, audio posts, screenshots, podcasts, live videos, online events, webinars, surveys, quizzes, etc.).
- ▶ Other types (free tools, applications, games QR code, etc.).
- ▶ The type of content will also depend on the platform we pretend to use (e.g. on YouTube, influencers use to post videos and not pictures).

After choosing the type of format you are going to use, it is important to create your personal brand, nothing less than developing a public brand directed at a particular theme, type of content and way of communicating with people.

This way, the personal brand starts to be used to demonstrate your preferences, positioning and individuality, thus helping in the promotion of personal and professional self-image (Faria & Silva, 2020).

#### Activity 3.2.

*Learning activity 2: My vlog format*

<b>Learning activity</b>	<b>My vlog format</b>
<b>Description</b>	<p>Each participant will fulfil the topics about the format they would like for their vlog. These topics can be added in the portfolio</p> <p>The topics are:</p> <ul style="list-style-type: none"> <li>· Platform:</li> <li>· Duration per video/post?</li> <li>· Frequency in posting?</li> <li>· Target group?</li> </ul> <p>These topics can be added to the portfolio.</p> <p>Facilitator should pay attention if participants understood the task and are able to do it, or need some help. Each participant will fulfil the topics about the format they would like for their vlog (platform?; duration per video/post? ; frequency in posting?; target group?).</p> <p>Based on chosen format of vlogging participants can prepare a video in their style as homework a task for volunteers.</p>
<b>Goal</b>	What participants have to archive: Design in more detail the condition for building a vlog



<b>Duration</b>	How long does this activity take? 20 minutes
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <b>2 ☆</b> for a class-room activity – <u>Activity No 3.2.</u>  2 stars for each one who complete this exercise (plan their vlog in the portfolio) in the session.
<b>Badges</b>	How many badges a participant can get for this activity? And for what?  There is no badge for this activity

## CHAPTER 3.2.: PREPARING ROUTINE AS A VLOGGER

Lesson/Section 2	<b>Shaping your vlogging</b>
Duration:	90 minutes <ul style="list-style-type: none"> <li>• Preparing my routine as a vlogger: 60 minutes including: <ul style="list-style-type: none"> <li>◦ Activity 3.3. – 40 min</li> </ul> </li> <li>• Plan the future as a vlogger: 20 minutes including: <ul style="list-style-type: none"> <li>◦ Activity 3.4. – 10 min</li> </ul> </li> <li>• Earning money with vlogging: 10 minutes</li> </ul>
Resources needed:	Plan your own vlogging (templates for dynamics on portfolio, paper, pens, flipchart, ppt, projector and screen)
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_3_Sharpening your vlogging <ul style="list-style-type: none"> <li>• Preparing my routine as a vlogger – slides 16-23</li> <li>• Plan the future as a vlogger – slides 25-28</li> <li>• Earning money with vlogging – slides 29-33</li> </ul>
Videos to make or Apps /Devices to test	N/A
Worksheets	Portfolio.

### PREPARING ROUTINE AS A VLOGGER

At the first moment, creating a YouTube channel shouldn't be about getting the maximum number of followers or subscribers. First it is important to explore the interests and passions. Putting effort and investing in something we want will more likely lead to success and money (Postigo, 2016). It should be a reflection about daily routines with vlogging, condition available, challenges and goals (Duffy, 2015)

After exploring the existing vloggers and identifying the theme for ours, the routine as a vlogger must be planned:

- ▶ First, we need to have the necessary equipment (microphone, light, camera) for filming the video.
- ▶ Second, prepare some guidelines about the content we want to transmit.
- ▶ If there are other persons or private spaces in the video, make sure you have their consent.
- ▶ Engage the audience by making games, challenges, including funny or dramatic events.
- ▶ After the video is filmed, it is important to edit it. In this part it is possible to make cuts (identify what is interesting), including animation, legends, music, effects, etc., that can make the video more attractive to the followers (wikiHow, 2021).
- ▶ After publishing the video on the platform, it is important to pay attention to some feedback to incorporate it in future videos. The influencer doesn't need to observe all the feedback but perceive if there is a comment content there is mention between the comments (e.g.: music is loud, or they want more of this kind of video).
- ▶ It's important to include some variations in videos, even if we maintain the theme. Creativity and planification can be keys for success.

The last phase is vlog promotion. In the video, influencers used to ask the followers that if they liked the content, they could share it with friends and in social media (wikiHow, 2021).

### Activity 3.3.

#### Learning activity 3: Market Research

<b>Learning activity 3</b>	<b>Market Research</b>
<b>Description</b>	<p>At this stage the participants should have already decided which areas they are most interested in vlogging. Therefore, the facilitator should ask the participants to collect information about influencers that match their area of interest, style, time of the videos, type of content, communication and interaction with the audience. It is important to understand with the participants which attitudes they are most likely to do, and which ones do not fit with them. Participants must critically analyse the following content:</p> <ul style="list-style-type: none"> <li>· Look for vloggers in the same area.</li> <li>· Look for similar themes.</li> <li>· How long are the videos?</li> <li>· How does the influencer connect with the followers?</li> <li>· What will I do differently?</li> <li>· What would I like to do in the same way?</li> </ul> <p>Participants should write their options in their portfolio</p>
<b>Goal</b>	<p>Participants must critically analyse according to the topics:</p> <ul style="list-style-type: none"> <li>· Look for vloggers in the same area.</li> <li>· Look for similar themes.</li> <li>· How long are the videos?</li> <li>· How does the influencer connect with the followers?</li> <li>· What will I do differently?</li> <li>· What would I like to do in the same way?</li> </ul>

<b>Duration</b>	How long does this activity take? · 40 minutes
<b>Stars</b>	How many stars a participant can get for this activity? And for what? 4 ☆ for a class-room activity – Activity No 3.3 2 stars for each one that complete the task voluntarily; 2 stars for those who voluntarily bring to the session specific examples of influencers and content they liked.
<b>Badges</b>	How many badges a participant can get for this activity? And for what? There is no badge for this activity

## PLAN THE FUTURE AS VLOGGER

After creating a profile, it is necessary to think on channel sustainability, in other words, how to maintain the channel, growth and maintenance.

### CHANNEL SUSTAINABILITY

To add quality to the posts, it is necessary to have some equipment that may lead to significant costs, invest time, train to talk in front of the cameras, invest in creation and the promotion of videos.

Being a vlogger requires keeping a daily work routine, a planning of the videos, although it is possible to publish spontaneous videos. To maintain a channel, it is important to be consistent in the publication, and for this purpose it is useful to define some frequency in the publication (for example, once a week). The influencer should reflect on their routine to conclude if it is possible to maintain a certain frequency of posting. (-B,2021).

It is possible to shoot some videos in advance or prepare posts. This is a good practice because it makes the influencer prepare for unexpected problems. However, it is important not to overdo it, otherwise you may be out of date. (-B,2021).

In the influencer's routine, some ideas for pitches may come to mind. To keep these ideas, it is important to record or write notes about it.

Regarding the content of the videos it is highly important that the vlogger is aware of the news in the world, follows the daily news, and is aware of the new trends in fashion and technology.

Influencers use to spend a lot of time on the Internet due to the need to keep up with the news as well as the competition in the market. For their mental and physical health, it is important to create limits, balance personal life with professional life, including hobbies of interest outside the Internet, such as reading or spending time with families and friends (-B,2021).

### Activity 3.4.

*Learning activity 4 : “ In five years, which progressions I want to have in my vlogging?”*

<b>Learning activity 4</b>	<b>“In five years, which progressions I want to have in my vlogging?”</b>
<b>Description</b>	Participants will be asked to reflect on the following sentence: "In five years, which progressions do I want to have in my vlogging?", and share it with the group in the next session.

<b>Goal</b>	The participants should reflect what they expect from their channel 5 years from now.
<b>Duration</b>	How long does this activity take? 10 minutes

Note: there aren't any badges and stars in the activity.

## EARNING MONEY ON VLOGGING

In this part of course the trainer should be prepared what is actual situation of earning money on platforms where participants wants to post their vlogs.

It is possible to earn money by vlogging. The vlogging phenomenon is combining free expression and the opportunity to make money through it (Ashton & Patel, 2018). As it was referred to, it can be seen as a profession (64%), or as a hobby, depending on how the influencer deals with it.

Many influencers are often associated with commercial brands in a cooperative way (Szcurski, 2017). This partnership can bring advantages for both sides. Around 53% of people prefer to connect with an influencer instead of connecting with a brand directly, that's why brands so often choose influencers to do marketing about their products or services. In other words, brands see influencers to reach the public.

The number of followers on the channel and the number of views on the videos or on the various digital content shared is a determining factor for making partnerships with brands. Brands focus on the market niche reached by the vlogger, whether or not it meets their products, and the reach and visibility of the channel.

Thus, it is the engagement, credibility and influence they have in their niches, and not only the number of followers or channel registrations, which define the partnerships made. Internet reputation is one of the essential points for vloggers and digital influencers (Junior, 2020).

Some strategies can be used for influencers to have the attention of the brands. One is using hashtags. This allows that the page is visualised for anyone who can search for the content, and achieve a larger audience (Szcurski, 2017).

It is important to know that working for YouTube means paying before someone pays you back. Having some money to invest, the necessary equipment and connections may be crucial for starting a vlogging. Vlogger growth is correlated with the growth of the audience and new materials.

In case the influencer advertises a product in his/her posts or videos, he/she receives a commission referring to the consumers who accessed the purchase link through his/her publication.

### SOME WAYS TO EARN MONEY WITH YOUTUBE

Here is some of the ways to earn money with the YouTube:

1. Publicity/Advertising Revenue: get ad revenue through videos, announcements,
2. Channel members: who do monthly payments and have special perks in exchange
3. Merch self: Followers can buy official branded that are exhibit in the posts
4. Chat & Stickers: Followers can pay to have their messages on the screen more visible than others
5. YouTube Premium Revenue: receive YouTube taxes when someone watch the videos

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## MODULE 4: VLOGGING IN A WIDER INTERNET CONTEXT

Title	Vlogging in a Wider Internet Context
Learning outcomes	<p>In this module you will learn:</p> <ul style="list-style-type: none"> <li>▶ explain the meaning of media awareness in the concept of vlogging</li> <li>▶ recognize biased language and be able to avoid it</li> <li>▶ differentiate between media and formal presenters information provision</li> <li>▶ propose ways of back-pack journalism communication barriers</li> <li>▶ What is Internet security</li> <li>▶ Importance of Internet Security</li> <li>▶ Different Types of cybersecurity threats</li> <li>▶ Simple steps to protect yourself online</li> </ul>
Badges to gain	<p><b>The badges that could be gained in this module – 2 badges + 1 congratulation badge:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 4.2. Media Awareness</b> <ul style="list-style-type: none"> <li>🎯 1 badge for submitting homework <u>Activity 4.3.</u> Biased Vs Inclusive language           <ul style="list-style-type: none"> <li>Rewriting vlog for more inclusive</li> </ul> </li> <li>🎯 1 badge for submitting homework – <u>Activity 4.4.</u> Participants create BJ video</li> </ul> </li> <li>🎯 <b>1 CONGRATULATION BADGE AFTER EACH MODULE</b> for each participant a badge for attendance at all classes in each module</li> </ul>
Stars to collect through the Module	<p><b>Number of STARS that will be given in the module for a chosen activity – 12 STARS</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 4.2. Media Awareness</b> <ul style="list-style-type: none"> <li>4 ☆ for a class-room activity – <u>Activity No 4.3.</u> <ul style="list-style-type: none"> <li>Exchanging biases language for more inclusive – 2 stars for each of two tables.</li> </ul> </li> </ul> </li> <li>• <b>Chapter 4.3. Legal rights and aspects</b> <ul style="list-style-type: none"> <li>2 ☆ for a class-room activity – <u>Activity No 4.5.</u> <ul style="list-style-type: none"> <li>Cookies searching – 2 stars for every participant</li> </ul> </li> </ul> </li> <li>• <b>Chapter 4.4. Internet security</b> <ul style="list-style-type: none"> <li>6 ☆ for a class-room activity – <u>Activity No 4.6.</u></li> </ul> </li> </ul>



	The examples of vlogging protection – one star for each example
Pre and Post Test Questions	<ul style="list-style-type: none"> <li>▶ What is media awareness in vlogging?</li> <li>▶ How can we promote inclusivity in a vlog?</li> <li>▶ How can you protect your privacy while vlogging?</li> </ul>

## CHAPTER 4.1.: MEDIA AWARENESS

Lesson/Section 3	<b>Media Awareness</b>
Duration:	90 minutes <ul style="list-style-type: none"> <li>• Biases language – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 4.3. Biased Vs Inclusive language – 20 min with summary + 15 min for homework assessment on the next lesson</li> </ul> </li> <li>• Backpack journalism – 30 min including: <ul style="list-style-type: none"> <li>○ Activity 4.4. Backpack journalist – 15 min for homework assessment on the next lesson</li> </ul> </li> </ul>
Resources needed:	tri-pod, camera, Smartphone, speakers, lighting, paper, flipchart, markers, post-it, papers, pens
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_4_Vlogging in the wider Internet context <ul style="list-style-type: none"> <li>• Media awareness – slides 13-43 including: <ul style="list-style-type: none"> <li>○ Biases language – slides 16-23</li> <li>○ Backpack journalism – slides 24-43</li> </ul> </li> </ul>
Videos to make or Apps /Devices to test	<b>Badge hunt:</b> “Rewrite” a video of your choice from previous modules in order to promote inclusivity <b>Badge hunt:</b> ‘ <b>Backpack Journalism</b> ’ participants will be able to assess how they would respond/manage to broadcast from their mobile in a real time situation.
Worksheets	Two tables with the biases language to change to alternative ones

## INTRODUCTION TO MEDIA AWARENESS

According to the Cambridge Dictionary, media awareness is an understanding of the different methods for presenting information in newspapers, on television, on the internet, etc., and of the possible uses and dangers of these methods (*Media Awareness*, n.d.).

Vlogging has been used as a popular means for providing information, especially after Google’s acquisition of YouTube in 2006 (Gao et al., 2010). Information provided by vloggers is informal, and can result in the direct information and mobilization of the viewers, however, it can just as easily lead to their manipulation and misinformation. Viewers should be able to critically analyze and interpret the information provided, whereas vloggers should bear responsibility of what they present and how they present it to their public.

The information presented can involve a variety of topics including but not limited to beauty tips, budgeting, entertainment, constructions, medical advices etc. Moreover, with the advancement of

technology and smartphones, vlogging can be used as a means of providing backpack journalism or mobile journalism with vloggers acting as first line reporters.

Being a creator of online content simultaneously means that the content will be shared with public, leaving its mark on the information and shaping of opinion for a long period, even after the matter about which the information is shared has been resolved. This also means that vloggers have a responsibility to be fair, honest and respectful not only toward fellow members of society but also toward fact (Rand-Hendriksen, 2009). In any case, vloggers should be able to share reliable information in a manner that promotes inclusiveness and avoid social stereotypes.

## BIASED LANGUAGE

In order for vloggers to promote inclusivity, unbiased language should be used. The term biased language refers to words or phrases that are offensive, prejudiced, excluding, or hurtful. Their use might make certain people or groups feel misunderstood, cast out, or misrepresented. (Nordquist, 2020; *What Is Biased Language and How Can You Avoid It?*, 2021). The use of such language in vlogging is able to provoke isolation and degradation towards viewers because of their age, gender, race, sex, ethnicity, physical or mental differences, religion, or economic status. The use of inclusive language on a contrary sends the message that vloggers have invested on learning how to express themselves in order to create the sense of belonging for everyone.

Expressions that negatively express gender are common but should be avoided in order to promote inclusivity. Examples of gender biased language as well as their alternatives are referred on table 4.3.1

*Table 4.1.1 Examples of gender biased language with alternatives*

Biased Language	Alternatives
Mankind	humanity, people, human beings
Man's achievements	human achievements
Manmade	synthetic, manufactured, machine-made
The common man	the average person, ordinary people
Man the stockroom	staff the stockroom
Nine man hours	nine staff-hours

The exclusion of sexuality can be also prominent in video blogging. By using terms like 'husband' and 'wife', 'mum and dad', LGBT+ community can be excluded. Words and phrases like 'partner', 'relationship', and 'parents' can be used instead. Moreover, gender pronouns can be avoided and replaced by "they" or "their" instead (Howe, 2022).

The presentation of races as nouns (i.e. blacks, asians, whites) should also be avoided. Their adjective form should be used instead: 'black officer', 'asian mothers', 'white carers'. Moreover, words that could associate race with negative or positive terminology should also be avoided. For example, instead of "blacklisted" (traditionally negative) or "whitelisted" (traditionally positive), terms like "blocked list" and "approved list" could be used (*What Is Biased Language and How Can You Avoid It?*, 2021).


In order to use disability inclusive language, the "person first" approach should replace the "disability first" approach (Howe, 2022). Examples are demonstrated on table 4.3.2 (2 ☆ for taking part in a voluntary exercise).



Table 4.1.2. Examples of disability biased language

Disability First	Person First Alternatives
The blind	Person who is blind
The disabled	Person with cerebral palsy
An addict	Someone who is in recovery from a substance abuse disorder
Wheelchair-bound	Person who uses a wheelchair

**Activity 4.1.***Learning activity 3: Biases language and alternatives*

Learning activity	Biases language and alternatives
<b>Description</b>	<p>Two tables of examples of biased language (related with vlogging) will be distributed to each participant and ask them to find the inclusive language. Participants then present their table with the inclusive language and share comments and difficulties with others. In this task participants can work in pairs.</p> <p>The trainer assists and encourages/supports participants and answers their questions. As a homework participants can rewrite one of movies from previous exercise to use more inclusive language – they present homework on the next lesson.</p>
<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>- Participants know the kind of biases and how to replace them for inclusive language in the vlogging context</li> </ul>
<b>Duration</b>	<p>How long does this activity take? 20 minutes</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what?</p> <p>4 ☆ for a class-room activity – <a href="#">Activity No 4.3.</a></p> <p>2 ☆ for each filled table to each participant.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p> 1 badge for bringing a rewriting video to next classes</p>

**MEDIA VS. PRESENTERS/FAMOUS JOURNALISTS**

According to Market Business News, the term media (which is the plural of medium), refers to the communication channels through which we disseminate news, music, movies, education, promotional

messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the Internet and fax. Additionally, it describes the various ways through which we communicate in society. Because it refers to all means of communication, everything ranging from a telephone call to the evening news on television can be called media (Market Business News).

An online survey done by Sapio and DoubleVerify (2020), in the period between May and June 2020, with a number of 10,025 consumers across France (2000), Germany (2022), the UK (2000), US (2003), Spain (2000), found that the biggest surge in consumption was (Figure 1) on:

- **social media 48%** ( spending more time on social platforms (e.g., Facebook),
- **47%** are spending more time **reading online news**
- **47%** are **using streaming services** like Netflix.
- **45%** are **watching TV** (Sapio, 2020).

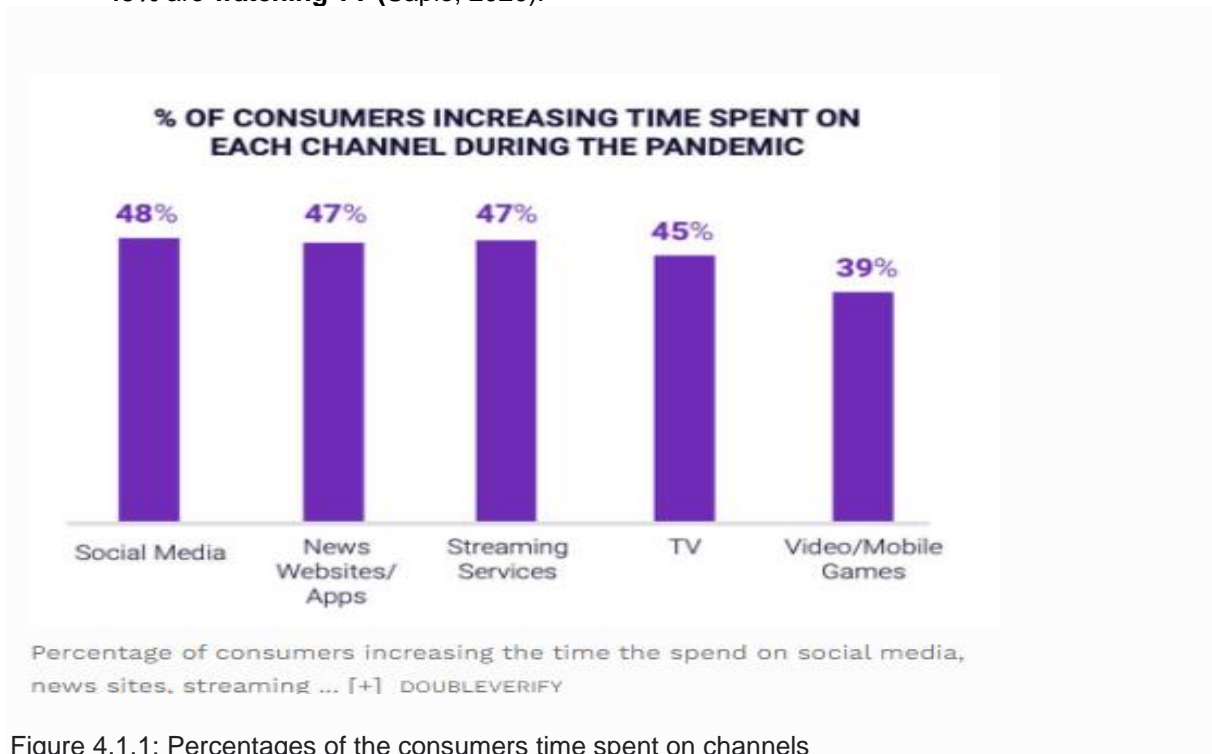


Figure 4.1.1: Percentages of the consumers time spent on channels

Specifically, the average daily time spent watching TV in the United States from 2019 to 2023, has generally fallen in recent years and the downward trend is forecasted to continue in the years to come. The only exception to this trend is the year 2020, when consumption increased due to a growth in media consumption during the coronavirus outbreak (Figure 2).

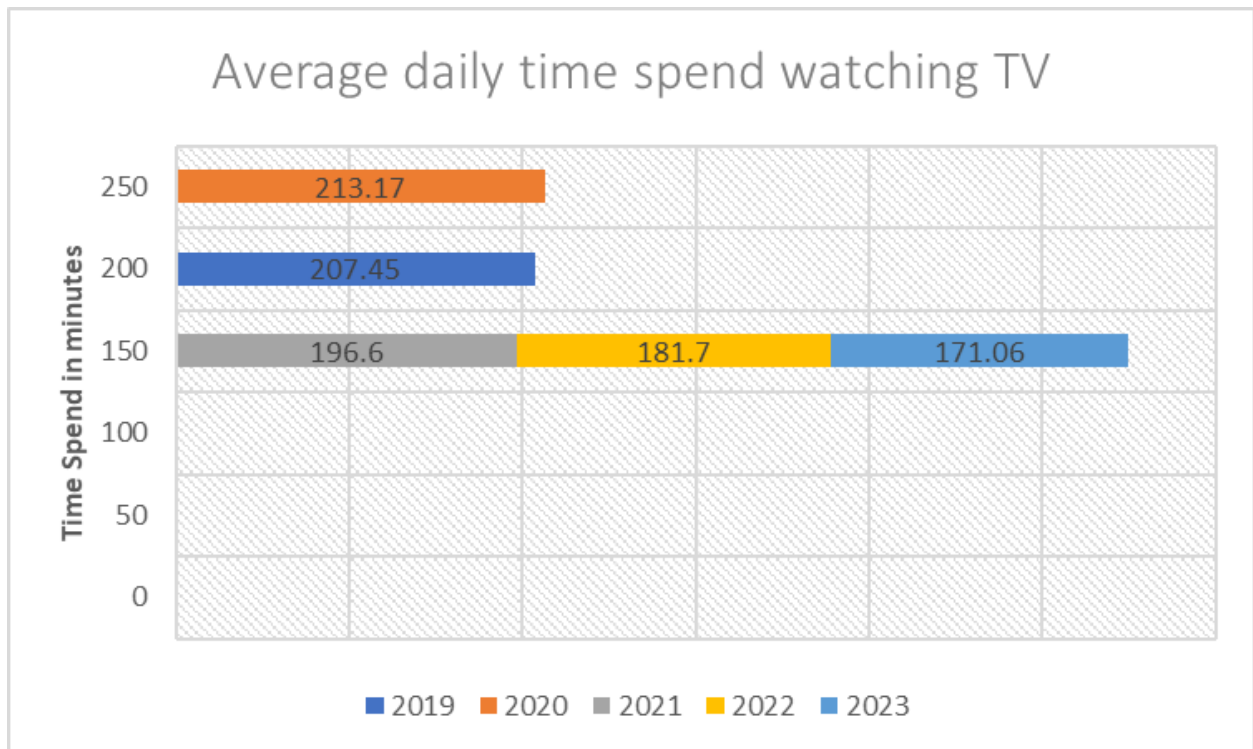


Figure 4.1.2: Average daily time spend watching TV (Statista 2022)

'Media do not present reality like transparent windows because media messages are created, shaped, and positioned through a construction process. This construction involves many decisions about what to include or exclude and how to represent reality' (Kellner and Share 2005: 374). Masterman (1994: 33) further explained the concept of non-transparency as follows: "the media do not present reality, they represent it'. Giroux (1997: 79–80) stated: 'What appears as "natural" must be demystified and revealed as a historical production both in its content, with its unrealized claims or distorting messages, and in the elements that structure its form'.

The ability of the person to learn and to read the messages the media sends and how they send them, is known as media literacy. Media literacy (ML) is essential because it helps people to critically analyze, understand, and evaluate the messages that the media sends (Aufderheide & Firestone, 1993; Ofcom 2019a, 2019b; Potter, 2016). Simply speaking, ML can help people identify reliable sources and filter through the noise to get at the truth. It is the first step to being able to construct effective and creative media yourself.

In order to build responsible, respectful communities, we need to be committed to learn to read what we see, so that the media we create and consume is as inclusive as possible. There are some important factors that:

- ▶ A change in our culture where the responsibility for any issues lies in people concerning marginalized groups; the responsibility lies with whoever is helping to perpetuate oppression, whether consciously or not. We all need to contribute in reframing how we use media. We need to be responsible for the care and respect of our peers and our community because if we do not, no one else will.
- ▶ Become more independent and creative. This can be achieved by understanding how the media shapes certain ideals and social norms and as a result we can reduce its power over us.
- ▶ We should be accountable to all the media we create. Even though our intentions may be innocent, we're still responsible for their effects, regardless of whether we intended them or not.
- ▶ The more inclusive the media we create, the more people it will reach, and the more marketable it becomes.

## SHIFTING FROM TV TO VLOGS – DIFFERENCES OF TV FROM VLOGS

Nowadays, people are turning their backs on traditional TV. TV remains the number one way of how people get news, but it is decreasing. And it is decreasing rapidly (Mitchell, 2014). The Internet in general and social media in particular has had a great effect on news organizations. The new audience is not sitting in front of TV screens nor buying a newspaper. They spend most of their time on social networks where they interact directly with newsmakers and they don't like to be just good receivers of information, instead they want to connect directly with those who are creating news for them. They are not only readers anymore, they want to have conversations, find the resources, share them with others and have their questions to be answered and their opinions to be listened to (Lavrusik, 2009).

What vloggers should consider when providing information to the public, reliability, sources:

[Are Blogs a Reliable Source of Information? \(neongoldfish.com\)](http://neongoldfish.com)

## BACKPACK JOURNALISM AND MOBILE JOURNALISM

Mobile journalism, is a new term, used to describe a journalistic practice based on reporters equipped with portable consumer and/or professional devices. This new trend in journalism is also called "MoJo", where a practitioner needs no more than his smartphone mobile to create and publish news (Goujard, 2016). Specifically, the term "mobile journalist" encompasses video journalist, multimedia journalist, backpack journalist and a journalist who does everything single-handedly (Blankenship 2016). For the purpose of this lecture, we will focus on the term backpack journalism, which has been used for over a decade to describe a solo journalist, who with the necessary equipment can report through various media from anywhere in the world. The new media and mobile journalism have encouraged ordinary individuals to involve in media work. Their job is not much different than the job of journalists, because after all, their work lies at the core of journalism according to Kevin Klose, who defines the journalism as "nothing more, nor less, than the witnessing by one person of something happening — an event, an occurrence, a manifestation of an idea or an emotion — and bearing witness of that to someone else." (Klose, 2009). Similarly, Lasica (2002) describes a journalist as: 'anyone who is an eyewitness to events or an interpreter of events and who reports it as honestly and accurately as possible. You don't need to have the resources of the New York Times behind you. You can be a lone-wolf weblogger out there in the field and when you blog an event you're reporting... According to Burum (2016) the growth of mobile technology provides a unique opportunity for citizen with no previous experience in journalism, particularly the people of isolated and ignored communities, to reach out their voice to the stage. Backpack journalism is a form of citizen journalism.

Abraham Zapruder and George Holliday were two ordinary American citizens with home video cameras. Zapruder, a woman's clothing manufacturer, captured the 1963 assassination of John F. Kennedy and started a fierce bidding war for the footage. Holliday, a manager at a plumbing and rooting company, fired up his Sony Handycam on March 3, 1991 to record four Los Angeles policemen brutally beating up Rodney King. Both clips shocked the planet.

Nowadays we can see thousands of citizen-journalists that witness an event but instead of just remaining as an eyewitness on the site, they try to document the event and make it public to the audience empowered by their smartphone. (Burum, 2016). Also citizen-journalists can cover news by their mobiles and do the job of journalists. This has become particularly apparent in relation to reporting from remote or risky areas, where journalists cannot reach easily or may not arrive on time when an important event occurs. This was obvious during the Arab-spring -The role of smartphones in feeding both social media and traditional media with instant photos and videos taken by protesters themselves, to an extent that a smartphone of an activist could become the main source of live broadcasting for several TV channels, such as the live streaming which the Egyptian activist Shayma Awadh managed to broadcast from her iPad when she was besieged with a group of protesters in Fateh Mosque in Cairo following the overthrow of the president Morsi in 2013. As journalists couldn't get inside the mosque, Shayma's iPad was the main window to show what is going on inside the mosque to the outsider world through several TV channels, such as Al Jazeera, Al Hiwar, and Haber Turk etc. (Aljazeera, 2013).

In Mohammedsalih (2017) qualitative study, a participant referred to London attacks in 2012, the first pictures that appeared on TVs were from an individual's mobile who happened to be near the site of the accident.

### Positive Factors of Mobile journalism

- ▶ It is easy to use (pocket-size) and to move with it.
- ▶ Speed is one of the main characteristics that makes mobile journalism efficient.
- ▶ Ubiquity feature (is not only that you can take it to wherever you want but actually it is with you wherever you are, you don't have to think every morning whether to take the smartphone with you or not, simply, it is already there and it is in standby mode throughout the day).
- ▶ The accuracy factor is not of that strength when it comes to news covered by citizens via mobiles. However, the ability of sending live pictures fills that gap of insufficiency.


### Negative Factors of Mobile journalism

- ▶ Digital zoom in smartphones distorts the picture. The best way to get a close shot is to approach the subject, and this is not easy to do in all situations and circumstances.
- ▶ The battery is not designed for working with videos and media around the clock.
- ▶ Safety and security of the journalist in risky areas (necessity of training courses).
- ▶ Ethical aspects emerge: using mobile for filming in public without taking permission of individuals being filmed and the ethical side of violating privacy is the risk of violating the privacy of data that may happen unintentionally when someone loses his mobile or when it is hacked by others, then private data is stolen.

### Activity 4.2.

#### Learning activity 4: Backpack journalism

<b>Learning activity</b>	<b>Backpack journalism</b>
<b>Description</b>	Participants outside the class-room respond to a real time situation using a mobile phone in order to broadcast the scene to followers. They bring recording on next lesson and present it to the group.
<b>Goal</b>	What participants have to archive:  - Participants experience new form of vlogging, get new skills, become more attentive to reality
<b>Duration</b>	How long does this activity take? 15 minutes
<b>Stars</b>	How many stars a participant can get for this activity? And for what? This activity doesn't have any stars.
<b>Badges</b>	How many badges a participant can get for this activity? And for what?

 1 badge for bringing a BJ video to next classes

## CHAPTER 4.2.: LEGAL RIGHTS AND ASPECTS

Lesson/Section 4	<b>Legal Rights and Aspects</b>
Duration:	60 minutes <ul style="list-style-type: none"> <li>• Legal Rights and Aspects – 60 min including: <ul style="list-style-type: none"> <li>◦ Activity 4.5. Online search for cookies – 10 min</li> </ul> </li> </ul>
Resources needed:	Smartphone
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_4_Vlogging in the wider Internet context <ul style="list-style-type: none"> <li>• Legal Rights and Aspects – slides 44-73</li> </ul>
Videos to make or Apps /Devices to test	Activities with the smartphone that will be done/tested/exercised.
Worksheets	N/A

### PRIVACY AND COOKIES

Challenges for youtubers also include legal, and data protection issues, issues related to the freedom of speech and so on. For that reason, law (national and international) and digital technology, also referred to as IT law, is a functional area of law that has gotten a firm foothold between other legal disciplines over the past decades to protect vloggers or users of the digital technology.

The trainer tries to present the cookies in useful, practical way, to help understand what the cookies are and how they can be used.

#### RISKS ASSOCIATED WITH INFORMATION TECHNOLOGIES

The risks associated with information technologies are the Misuses of information technology by Invading users' privacy or by committing computer crimes. This becomes possible when someone is doing internet research or 'surfing' using technology. The terms that may be used are: 'Resource discovery', 'Form-based data collection', 'Research about Internet' (usage), "Field" work (The field=Internet).

#### INVADE USERS' PRIVACY

How is that possible? How does it happen?

By cookies. It is possible. And what are cookies? Are they harmful or could they be useful as well?

Cookies are small text files with a unique ID tag. They are embedded in a Web browser and saved on the user's hard drive.

When someone is using the internet, it is possible to already have been asked if he/she would like to accept or decline internet cookies. Most people don't know anything about the information contained in

these cookies but are just fed up with seeing the prompt over and over again and clicking on “decline” by reflex.

Cookies are files that Web sites send to and retrieve from the computers of Web users.

Cookies technology enables Web site owners to collect data about those who access their sites.

With cookies, information about one’s online browsing preferences can be “captured” whenever a person visits a Web site. The data recorded via cookies is stored on a file placed on the hard drive of the user's computer system.

The information can then be retrieved from the user's system and resubmitted to a Web site the next time the user accesses that site (see examples).

The exchange of data typically occurs without a user's knowledge and consent.

Cookies have been around since 1994 when a programmer named Lou Montulli came up with the idea for Netscape Navigator. The original intention was for cookies to save usernames and passwords so users wouldn’t have to type them in every time they visited a site. They are also able to provide a user with a list of preferences for future visits to that Web site or similar ones.

#### **Examples of how cookies may be used:**

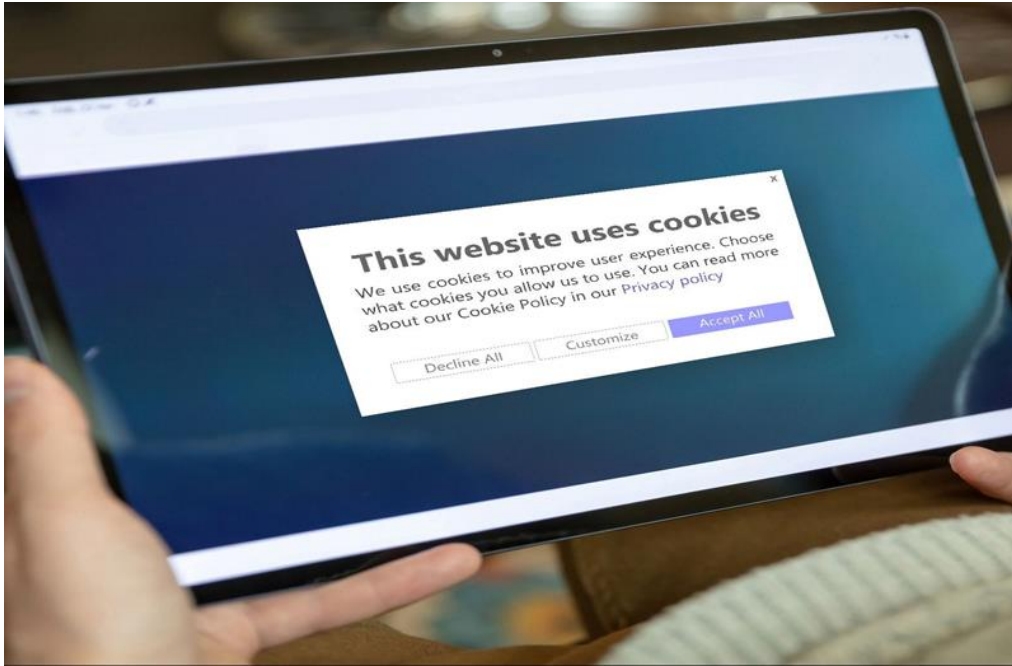
1. Saving user login information to remember them on subsequent visits; Identifying the user and what they are doing. The way the user usually pays for things (e.g. using visa or paypal). So it takes it straight to the way usually pays for things.
2. Remembering user preferences, such as language, theme mode, font size, etc.; Like advertises from the country he/she comes from pop up.
3. Recognizing the way the user interact with the web; Pop up similar things, conditions and advertisers, so the user is more possible to use them.

*There are ways of rejecting cookies or not make them accept, like the examples of pictures 1 and 2. Many users disable cookies by installing a cookie manager or using Web browser options (Picture 3). But before someone rejects them should ask him/herself whether cookies may be useful, should also think the possibilities that cookies may provide.*

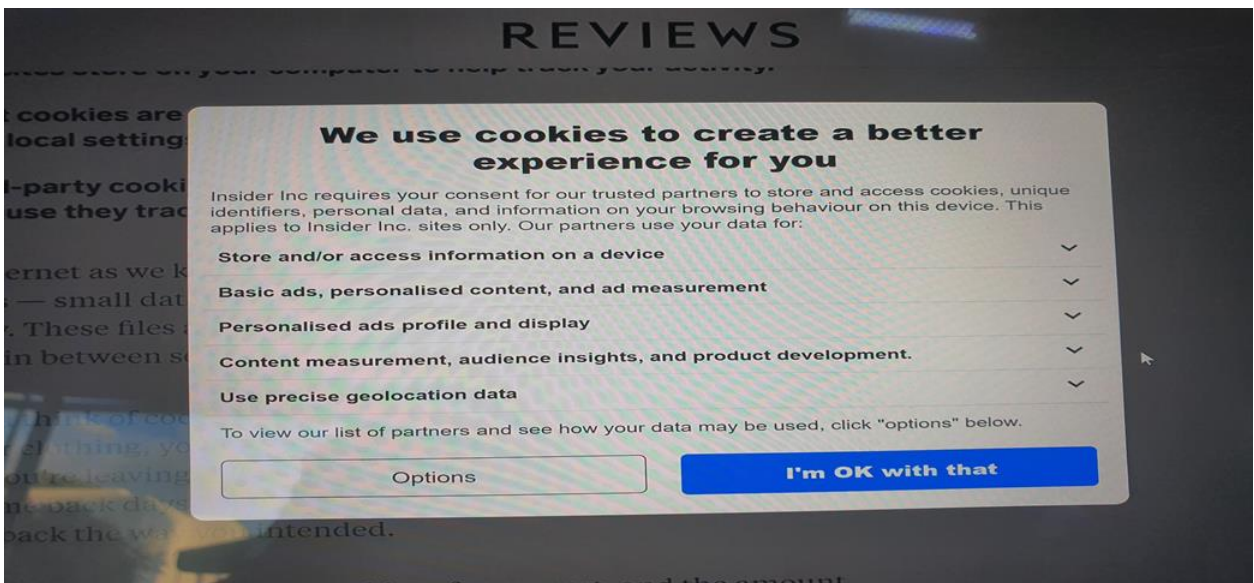
4. Provide a user with a list of preferences for future visits to that Web site or similar ones. If the user removes cookies used for advertisements, the site will delete his/her monitored activity and will not be able to track him/her with advertisements unless he/she accepts the cookies once again.
5. Improve user’s experience, e.g. by storing information about his/her credit card so the users don’t have to enter it on every page they visit. Or, the page automatically takes the user to the paying page, the page includes all private information for the user and the user does not have to remember them or search for them. If the user deletes authentication cookies, the website will remove the saved login credentials and the user will have to log in next time he/she visits the site.
6. Helps to gather statistics about visitors, such as their location or device. The visitor may check about information or experience other users had before him. For example, about a place, was it difficult to approach? Which was the easiest way to go? Was it value for money?
7. Helps to gather analytical data, such as pageviews, session durations, and bounce rates. Is this site popular for people of my age? Seniorvloggers? Is it possible to find it interesting? If someone removes analytical cookies, the site will not be able to gather data related to how he/she uses the web pages.

#### **COOKIE’S LAW**

Cookie’ s law has been developed and it is part of the EU privacy legislation that regulates how cookies are used on a website. It requires websites to get prior cookie consent from users to store cookies on their devices and share details about cookies and their purpose to the users.

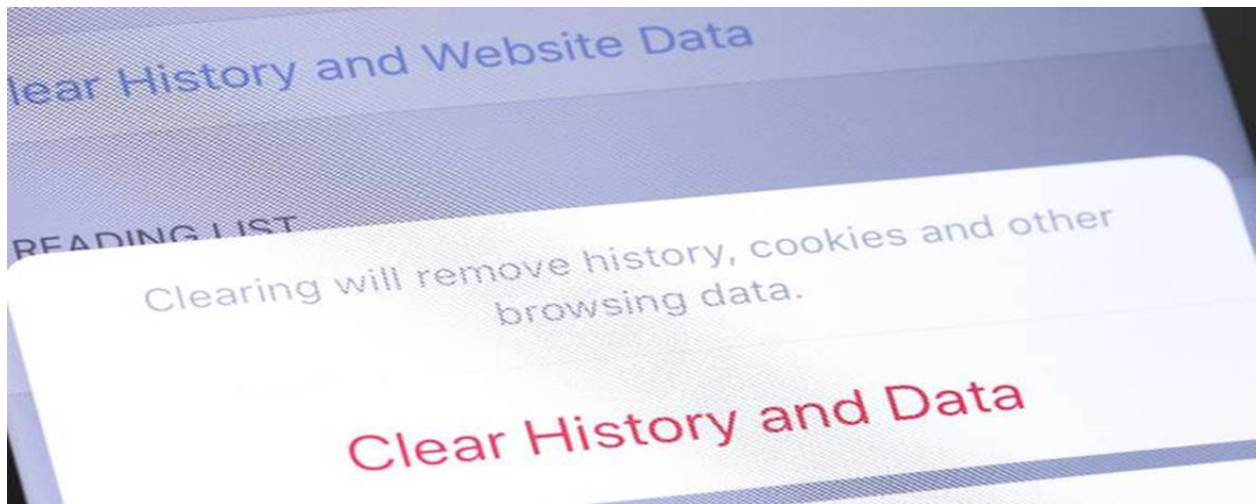


Picture 4.4.1. Accept or decline cookies.



Picture 4.4.2. I am ok for a site to use cookies based on my information





Picture 4.2.1 Web browser option

### Activity 4.3.

Learning activity 5: Online search for cookies

Learning activity	Online search for cookies – CLASS-ROOM ACTIVITY
<b>Description</b>	Participants open a common browser, e.g. google, or social media e.g. Instagram and search for something they are interested in. Then they check, what else is popping up when searching.
<b>Goal</b>	What participants have to archive: - Participants realize how cookies work
<b>Duration</b>	How long does this activity take? 10 minutes
<b>Stars</b>	How many stars a participant can get for this activity? And for what? <b>2 ☆</b> for a class-room activity – <u>Activity No 4.5.</u> Each participant gets 2 stars for searching cookies.
<b>Badges</b>	How many badges a participant can get for this activity? And for what? This activity doesn't have any badges.

## COMPUTER CRIME AND FRAUD

Unauthorized use of computer data for personal gain or the use of a computer as an instrument to further illegal ends. Identity theft and credit card fraud are closely related crimes in which a person steals data and uses it for his or her own purposes. Such an examples are:

- ▶ Viruses and Malware (Writing or spreading)
- ▶ Trafficking in child pornography and intellectual property
- ▶ Stealing identities, or violating privacy ((identity, credit card)
- ▶ Software piracy
- ▶ Denial-of-service attacks
- ▶ E-mail spamming
- ▶ Stealing file

## INTERNET GOVERNANCE

Internet governance which is international requires drafting and applying shared principles, norms, and rules to online activities. It is usually defined as the development and application by public (governments) and private sectors, and civil societies of shared principles, norms, decision-making procedures, and programs.

For UNESCO, Internet Governance is a central issue. The Organization acknowledges the potential of the Internet for fostering sustainable human development and building inclusive knowledge societies, and also for enhancing the free flow of information and ideas throughout the world.

On the other hand, Internet governance in the broad sense also includes topics such as freedom of expression, privacy, copyright, e-commerce, and the digital divide between rich, well-connected countries and the developing world. The complex issues regarding Internet governance can be approached from different angles. One is that the Internet is a free and self-governing place that should not be subject to any form of government regulation, but some inherent characteristics of the Internet make it very difficult for governments not to interfere with the regulation of the Internet. Due to the range of the Internet, individuals may reach the whole world almost instantaneously. This possibility brings responsibilities, as not all countries allow free speech. And there are states and countries that use the Internet to police their citizens.

Regulation of the Internet can be based on either national or international law. There is a tension between the inherent cross-border nature of internet and territorially bounded national law. International law is better suited to deal with the global nature of the Internet, but due to the different and sometimes opposing interests of countries involved, the drafting and signing of treaties is a slow, often unsuccessful process. Large-scale and intensive use of the Internet inevitably makes it vulnerable to crime. Next to regulating online crimes and investigative powers, trying to create a safe and secure Internet is part of the area of cybersecurity. In the mid-1990s cyberspace was mainly seen as a helpful tool to send a note to someone, but now nearly the entire physical world and its economy depends on it. Along with the development of the Internet and its benefits, new ways of stealing, breaking in, bullying, deceiving, and other sorts of misbehavior and crimes arose. Moreover, all these crimes were no longer committed in a physical world, but in a virtual, cyber world which is, compared to earth, far more complex and bigger. Effective IT Security measures ensures that IT systems are used as intended. Minimize or prevent security risk by:

- ▶ Installing operating system updates regularly
- ▶ Using antivirus software
- ▶ Using e-mail security features

## CHAPTER 4.3.: INTERNET SECURITY

Lesson/Section 4	<b>Internet security</b>
Duration:	60 minutes <ul style="list-style-type: none"> <li>● Internet security – 60 min including: <ul style="list-style-type: none"> <li>○ Activity 4.6. security during vlogging – 20 min</li> </ul> </li> </ul>
Resources needed:	Smartphone
PowerPoint Slides to deliver	The PowerPoint: SeniorVLOG_4_Vlogging in the wider Internet context <ul style="list-style-type: none"> <li>● Internet security – slides 74-91</li> </ul>
Videos to make or Apps /Devices to test	Videos will be displayed to address different types of cybersecurity threats.
Worksheets	N/A

### INTRODUCTION TO THE INTERNET SECURITY

CISCO referees Cybersecurity as the practice of protecting systems, networks and programs from digital attacks. These cyber attacks are usually aimed at assessing, changing, or destroying sensitive information; extorting money from users via ransomware; or interrupting normal business processes. Implementing effective cybersecurity measures is particularly challenging today because there are more devices than people and attackers are becoming more innovative.

### IMPORTANCE OF INTERNET SECURITY

Technology is essential to giving organizations and individuals the computer security tools needed to protect themselves from cyber- attacks. Three main entities must be protected: endpoint devices like computers, smart devices, and routers; networks and the cloud. Common technology used to protect these entities include next-generation firewalls, DNS filtering, malware protection, antivirus software, and email security solutions. In today's connected world, everyone benefits from advanced cyberdefense programs. At an individual level, a cybersecurity attack can result in everything from identity theft, to extortion attempts, to the loss of important data like family photos. Everyone relies on critical infrastructure like power plants, hospitals, and financial service companies. Securing these and other organizations is essential to keeping our society functioning.

### TYPES OF CYBERSECURITY THREATS

This part should be only mentioned by the trainer without unnecessary details and focus of this topic should concentrate on practical tips.

#### PHISHING

Phishing is the practice of sending fraudulent emails that resemble emails from reputable sources. The aim is to steal sensitive data like credit card numbers and login information. It's the most common type of cyber- attack. You can help protect yourself through education or a technology solution that filters malicious emails.

Some of the simplest and most effective techniques used by cybercriminals to achieve their goals are what are known as phishing attacks. It is often much easier to trick someone to click on a link in an email or open a malicious attachment than to hack past an organization's firewall and other defenses. Phishing attacks can have a number of different goals, including malware delivery, stealing money, and credential theft. However, most phishing scams designed to steal your personal information can be detected if you pay enough attention.

### How to prevent Phishing attacks?

1. Always be suspicious of password reset emails

Password reset emails are designed to help when you can't recall the password for your account. By clicking on a link, you can reset the password to that account to something new. Not knowing your password is, of course, also the problem that cybercriminals face when trying to gain access to your online accounts. By sending a fake password reset email that directs you to a lookalike phishing site, they can convince you to type in your account credentials and send those to them. If you receive an unsolicited password reset email, always visit the website directly (don't click on embedded links) and change your password to something different on that site (and any other sites with the same password).

2. Always note the language in the email

Social engineering techniques are designed to take advantage of human nature. This includes the fact that people are more likely to make mistakes when they're in a hurry and are inclined to follow the orders of people in positions of authority.

Phishing attacks commonly use these techniques to convince their targets to ignore their potential suspicions about an email and click on a link or open an attachment. Some common phishing techniques include:

- ▶ **Fake Order/Delivery:** A phishing email will impersonate a trusted brand (Amazon, FedEx, etc.) stating that you have made an order or have an incoming delivery. When you click to cancel the unauthorized order or delivery, the website (which belongs to a cybercriminal) will require authentication, enabling the attacker to steal login credentials.
- ▶ **Business Email Compromise (BEC):** BEC scams take advantage of hierarchy and authority within a company. An attacker will impersonate the CEO or other high-level executive and order the recipient of the email to take some action, such as sending money to a certain bank account (that belongs to the scammer).
- ▶ **Fake Invoice:** The phisher will pretend to be a legitimate vendor requesting payment of an outstanding invoice. The end goal of this scam is to have money transferred to the attacker's account or to deliver malware via a malicious document.

In other words, if an email is urging you to take rapid or unusual actions, slow down and verify that it is legitimate before trusting it. Additionally, it is important to consider whether a phishing email's tone is "on brand" for the supposed sender. Phishing emails will often – but not always – contain misspellings, grammatical errors, or unusual phrasing. If an email doesn't "sound right", then don't trust it.

3. Never share your credentials

Credential theft is a common goal of cyberattacks. Many people reuse the same usernames and passwords across many different accounts, so stealing the credentials for a single account is likely to give an attacker access to a number of the user's online accounts.

As a result, phishing attacks are designed to steal login credentials in various ways, such as:

- ▶ **Phishing Sites:** Attackers will create lookalike sites that require user authentication and point to these sites in their phishing emails. Beware of links that don't go where you expect them to.

- ▶ **Credential-Stealing Malware:** Not all attacks against your credentials are direct. Some phishing emails carry malware, such as keyloggers or trojans, that are designed to eavesdrop when you type passwords into your computer.
- ▶ **Support Scams:** Cybercriminals may pose as customer support specialists from Microsoft, Apple, and similar companies and ask for your login credentials while they “help” you with your computer.

Cybercriminals use a lot of different pretexts and scams to attempt to steal your account credentials. Never tell anyone your password, and, if an email points to a login page, visit the site directly and authenticate from there to protect against lookalike phishing sites.

#### SOCIAL ENGINEERING

Social engineering is a tactic that adversaries use to trick you into revealing sensitive information. They can solicit a monetary payment or gain access to your confidential data. Social engineering can be combined with any of the threats listed above to make you more likely to click on links, download malware, or trust a malicious source.

#### RANSOMWARE

Ransomware is a type of malicious software. It is designed to extort money by blocking access to files or the computer system until the ransom is paid. Paying the ransom does not guarantee that the files will be recovered or the system restored.

#### MALWARE

Malware is a type of software designed to gain unauthorized access or to cause damage to a computer.

#### EIGHT SIMPLE STEPS FOR ONLINE SECURITY

##### 1. **Don't pick a weak password.**

To create or update a password for a site, avoid simple patterns that are easily guessed. SplashData and TeamsID suggest you select something that's 12 characters or longer, using letters, numbers and other symbols.

##### 2. **Use multifactor authentication.**

An increasing number of online services that revolve around sensitive information (such as Gmail, online bank accounts and slack, a group communication system favored by many companies) offer the option for an additional step between entering your password and accessing your account. (Typically, a code is sent to the phone number you have on record.) It takes a bit longer to gain entrée to the site, but it's a notable deterrent for someone trying to compromise your account.

##### 3. **If biometrics is an option, take it.**

Smartphones, tablets and laptops are increasingly letting you log on with a fingerprint instead of a password. That's not only more secure, it also prevents you from forgetting your password.

“The launch of voice and touch ID makes it even quicker and easier for customers to access their bank account, using the most secure form of password technology — the body,” Francesca McDonagh, head of retail banking and wealth management for HSBC.

##### 4. **Different accounts need different passwords.**

While it's certainly easier to use the same password on multiple sites, remember that doing so can increase your vulnerability. Not only can hackers use that password to access other important accounts of yours, you're also opening yourself up to scrutiny from a larger number of people trying to crack many different sites.

## 5. Consider a password manager.

Password managers keep track of the various usernames and passwords you use on various sites, not only boosting safety but saving you time by automatically filling in the username/password fields. They'll also synchronize your passwords across different devices, meaning you won't be stumped if you log onto a site from your smartphone but registered on your laptop. There are several options to choose from, including offerings from [Norton](#), [Dashline](#), [LastPass](#) and [LogMeOnce](#).

## 6. Don't share your password.

This seems like common sense, but a staggering number of people still freely give their passwords to others. Globally, says Norton, 31 percent of millennials are likely to share theirs. And one-third of the people who say they've shared their password in the U.S. have shared the password to their bank account. Don't be one of those people.

## 7. Don't fall for phishing.

Approach your email with skepticism. Delete notes — especially those with attachments — from people you don't know. And never click on attachments that seem suspicious, even if you do know the sender. Should you get a note from your bank or preferred airline, look real closely at the actual email address of the sender and make sure it matches the institution's URL. And rather than clicking on embedded links, copy and paste them into a browser window, which will let you better see where you're headed.

## 8. Always update software.

It seems we're notified almost daily about some program or another that requires an update. After a while, it's seemingly easier to put it off. But by doing so, you're putting yourself at risk.

### ADDITIONAL STEPS FOR VLOGGING SECURITY

When you create your own YouTube channel, you immediately become a public person. It means that people day after day will be more interested in your personal life. Furthermore, it is a good idea to avoid shooting anything even in your neighborhood, including street signs, landmarks. This information from your vlogs could be very informative for thieves. By using all this information, they could approximately set where do you live. Needless to say that as the number of your followers grows, more and more people could be interested in your private life.

Try not to show your residence exterior. Avoid filming vlogs from the point where you can easily see the front or the back of the house. Is recommended using the Alternative name for your YouTube Channel. If you don't have any ideas, change your last name, and in the early stage of vlogging, your personal information will be safe.

### Activity 4.4.

*Learning activity 6: Security during vlogging*

<b>Learning activity</b>	<b>Security during vlogging – CLASS-ROOM ACTIVITY</b>
<b>Description</b>	<p>Post it notes will be given to the participants to write down how they can protect themselves or what to avoid while vlogging</p> <p>One example may be given by the trainer if participants have difficulties to address examples.</p>

<b>Goal</b>	<p>What participants have to archive:</p> <ul style="list-style-type: none"> <li>- Participants realize how cookies work</li> </ul>
<b>Duration</b>	<p>How long does this activity take? 10 minutes</p>
<b>Stars</b>	<p>How many stars a participant can get for this activity? And for what? <b>6</b> ☆ for a class-room activity – <u>Activity No 4.6.</u></p> <p>For each example participant gets one star.</p>
<b>Badges</b>	<p>How many badges a participant can get for this activity? And for what?</p> <p>This activity doesn't have any badges.</p>

#### PHISHING – HIDE TRACKABLE INFORMATION

In order to protect your Vlog, you should be very cautious about visible and trackable information on your video. Trackable information could be a car license plate, mail address, phone numbers, or even personal details if one day you will decide to create “the purchase guide from e-shop” type vlog. This information could be used for stealing money from your bank card, taking quick loans, or even stealing your car.

#### Hating Attacks – Check all Available Information on Google about Yourself

If you frequently check the information about yourself on the Internet, it will help you to avoid unexpected information leaks.

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