

TÍTULO ABREVIADO DO DOCUMENTO

IEEE ACADEMIC PORTUGAL (UNIVERSITY-LEVEL)

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Dennis

(Report of Learning: Conception of a video lesson course)

Abstract—In this report I will present my learning experiences and difficulties while elaborating academic video lessons to post onto IEEE Academic Portugal and how this activity benefitted my academic general knowledge and turned problems into solutions.

Index Terms—Lesson planning, course conception, time management, feedback, assessment, team work.

1 INTRODUCTION

Within the context of the Personal Portfolio subject I chose the IEEE ACADEMIC PORTUGAL (UNIVERSITY-LEVEL) because I considered that I would be able to learn professional and social skills. Although I have already taught in a classroom, I believe this type of video lessons presents new challenges.

2 OBJECTIVES

To provide other students and members of the IEEE Academic Portugal with alternative ways of learning about Routing Protocols and Concepts. The ultimate objective will be to be able to produce final versions of the video lessons that will arise from the pilot videos I'm now presenting in this activity.

2.1 Challenges

Finding the time to prepare the activity. A great challenge I faced throughout the whole semester was finding the necessary time arrangements for the successful achievement of my main objective: getting a passing grade for all my subjects, preferably a good grade.

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Manuscript received June 19, 2014.

2.2 Motivation

The main motivation I could obtain from this activity is the knowledge that I can help other people gain further understanding of subjects that in my opinion are quite interesting. Besides this fact, I would like to get some recognition for my work because I intend for the result of my activity to have the best possible quality so that everyone can enjoy the viewing of my videos, enabling their studies to become easier and more fun. As for my professional life, this activity is a positive factor in my curriculum proving to perspectives employers the level of my soft-skills in terms of communication.

2.3 Time management

Seeing that I am trying to achieve the successful completion of a high number of subjects, the time management issue proved to be one of my biggest challenges. I had to use the downtime of other subjects to be able to elaborate this activity.

2.4 Team work

Unlike my expectations, there was a lot more team work than I anticipated. It was through team work that I was able to learn how to work with the video editing tools in the Mac operating system. I was not used to working with this operating system and also with

(1.0) Excelent	LEARNING					DOCUMENT						
(0.8) Very Good	CONTEXT x2	SKILLS x1	REFLECT x4	S+C x1	SCORE	Structure x0.25	Ortogr. x0.25	Gramm. x0.25	Format x0.25	Title x0.5	Filename x0.5	SCORE
(0.6) Good	1.4	0.7	3.2	0.6	5.9	0.2	0.2	0.18	0.23	0.5	0.0	1.31
(0.4) Fair												
(0.2) Weak												

the editing of images with the help of Adobe Photoshop CS6. I believe that the exchange of knowledge between the IEEE Academic group and me was a very positive factor. As I did not have clearance to have access to a room, I always had the company of a IEEE colleague and therefore always had a helping hand.

2.5 Course Conception

What do I want to teach? Why do I want to teach this? How do I want to teach? Who do I want to teach? These questions had to be on my mind when I decided to take on this assignment and all had to be answered before any further steps could be taken. So I decided that I wanted to teach Routing Protocols and Concepts because I like this subject and because of the easiness I have in understanding it. It was appealing to me that I could make it easier for others to understand. I had to consider how best to explain the contents so that they could be easily understood and provide some mnemonics to facilitate the absorption of the contents, not just by teaching the theory but by giving clear practical examples. Simple, clear and easy to read slides will facilitate the learning process for the viewers.

2.6 Points to consider when planning a video course

2.6.1 Target group

Decide who would be interested in acquiring the knowledge you wish to provide. Don't randomly place videos online that have no interest to anyone because the next video you place will already have a negative quotation attached to it. Remember that most of the students viewing your work will have to have a lot of self-discipline to spend their time studying and, if your videos are not interesting and worth their time, they simply will not watch the next one you post online.

2.6.2 Try out your ideas

Experiment with your ideas beforehand, try out combinations and test the response by enquiring around you. Your friends and family can give you a helping hand by being

the guinea-pigs for your experimentations with new ideas and software. Besides being truthful, they can give you an inkling of the degree of interest other viewers may have regarding your topics and general presentation.

2.6.3 Feedback

If you expect feedback from the viewers, make sure they have a simple and direct way of providing you with that information. When that option is very complicated or confusing they will simply give up and will not bother to give you feedback and this information might be vital for your next video.

2.6.4 Assessment

Students sometimes like to be assessed of their knowledge at the end of a video course. You should provide some sort of platform where they can try out what they learned and the course provider should make the effort of providing them with a quick and useful answer. Explicar o que fiz na atividade: In this report I will present my learning experiences and difficulties while elaborating academic video lessons to post onto IEEE Academic Portugal and how this activity benefitted my academic general knowledge and turned problems into solutions.

2.7 Lesson Planning

First of all I had to learn how to make a lesson plan. I discovered that the initial step would be to decide what the end objective was, so that my structure would lead up to that desired aim. Then there were several questions that needed an answer before I even started, such as who is my target group, what do I want them to learn, etc. Making a list of what you want the students to accomplish through your lesson is important. A materials list is a very useful help guide so that I knew exactly what I would need for the lesson from the beginning to the end. It was essential to have all the software available and to know how to use it really well. The introduction of the lesson had to be carefully considered and tried out so that the maximum desired effect could be achieved. Another very

important decision was the teaching method to use. Sound knowledge of good software programs came in handy when trying to make this choice. A combination of programs would also be an option for some of the lesson plans, if so desirable. Over planning is always more positive than too little planning because it is easier to cut out what is excessive than fill in what is not correctly prepared. The length of the video lesson as well as the method of practice and assessment had to be taken into account when planning the lessons. As these were pilot video lessons I also had to plan out how I would subsequently be able to extend and improve on them to produce their final version. This process will help guide me through when I elaborate my short modular video lessons which will be more in accordance with the mindset of the IEEE Academic Portugal.

3 CONCLUSION

This experience helped me gain a better knowledge of video and image editing. I also felt a growth in the communication skills about the debated topics. Since I like sharing knowledge this activity was a very rewarding one for me and I hope to elaborate more videos for the IEEE Academic project. With this activity I developed a great interest in this project, leading to my registration as a member with IEEE (member number 9305586).

In this type of document (technical), the conclusion should start with a summary of the subject addressed and then should highlight the results.

ACKNOWLEDGMENTS

I would like to thank my mother, Isabel Matos, and my girlfriend, Márcia Lopes, for all the help and support given during the elaboration of this assignment. Furthermore, I would like to express my deepest appreciation to Gonalo Carito for integrating me in the IEEE Academic team and for giving me support with the tools used in this activity.