

Short Guide on INTELLECTUAL OUTPUT SIX (IO6) Transnational Research activities

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1. Groups and organization of work within international team

Eight groups have been formed. Each group includes 11-14 students from 3 countries: Cyprus, Croatia and Italy. Each group will be followed by one tutor from FEEM and one tutor from one of schools-partners as indicated below:

- Recycle Groups 1.1 and 1.2 - Tutor from Gela;
- Redesign Groups 2.1 and 2.2 – Tutor from Omodos;
- Reduce Groups 3.1 and 3.2 – tutor from Limassol;
- Reuse Groups 4.1 and 4.2 – tutor from Zagreb.

To make collaboration between students from different countries easier, a creation of groups in whatsapp, skype, fb, or other platforms has been recommended (it is essential to make a good work). The things to share are:

- Ideas;
- Interviews produced by students in previous step (field research);
- All the outputs produced during this step.

We have organized our **first meetings in Teams** separately for each topic: Recycle, Redesign, Reduce and Reuse (i.e. 2 groups by meeting). During those meetings students have meet for the first time their “colleagues” from other countries and their tutors.

During the 1st meeting, after the groups’ presentations, we have been talking about the possible topics. Then, students have had about 10 days to organize themselves within the international groups, to choose their topics and to divide the duties within each international group.

During our **general follow up meeting on December 22nd we have reviewed all the topics**. Luca, our partner from Civicamente, has explained some technical aspects of the work to be done during the IO6 step (please, find the registration of the meeting here: <https://www.loop-erasmus.eu/meet/>). Pdf files with all the information about the IO6 step, groups’ composition and respective topics assigned is also available in the LOOP web-platform).

2. Topics

The idea of this project step is **to create a microsite (one for each of 8 groups) within the LOOP web-platform with detailed and well-developed explanations (and video-explanations) on why the chosen topic is important for the Circular Economy.**

The two groups, winners of this step, will participate in the mobility in Limassol (Cyprus) with the aim to create a real documentary (and enjoy Cyprus, of course). So, please, keep it in mind working on your topic.

3. Four items and its outputs

The activities will include four items that will aim to better describe your topic:

By the end of January:

Item 1. Production of 3 video about 2-3 minutes duration;

Item 2. Storytelling: text description (abstract) of the research (at least 2000 characters).

By the end of February:

Item 3. Video of about 2 minutes each on two interviews produced in IO5;

Item 4. Caption of four pictures characterizing your research.

Once all the outputs are prepared and checked by the tutors, it can be uploaded to the LOOP platform (Beginning of March). Please, for the technical explanations, follow the pdf made by our partner CivicaMente (available on the platform). Don't worry, we will have enough time to conclude all the items and you can always write to your tutors if there are some problems or questions to solve.

We have planned a checkpoint meeting on January the 31st, and another follow up webinar on February the 18th.

4. Outputs' examples

We will take the "Recycling of Batteries" topic as example within the Recycle theme. It is just to give an idea on how the IO6 step can be realized, of course your authentic ideas will be welcomed.

a. First item: 3 videos and its contents

Each international group should produce 3 videos explaining the future research (remember, a real documentary will be realized in Limassol for 2 winner groups).

i. First video (from 2 to 3 minutes)

First video could be centered on **historical evolution of your problematic** - batteries' production and recycling.

Research could be made on **next arguments**: what is a battery, how works batteries, types of batteries (kind of ions, rechargeability), use of batteries, environmental problematics linked to the batteries' dispersion, evolution of battery's collection, etc. Of course, all this information should be prepared separately before recording the video. The interactive timelines (please, see links below) could be useful.

<https://www.youtube.com/watch?v=o50HA6QTxi0>

<https://www.ispringsolutions.com/blog/top-10-free-and-paid-interactive-timeline-makers#best-interactive-timeline-makers-for-teachers>

ii. Second video (2-3 minutes)

Second video could be centered on **the real and actual situation across the world, EU and/or singular countries participating to the project** (information about the percent of recycled batteries, existing technologies to recycle the batteries, problematics linked to this topic and laws about the batteries production and management). For example, the students can analyze the prices and state incentives for electric cars (online), or to compare the prices for a rechargeable (and not) stilo batteries (making pictures in local shops, please, without any brand's name!), explaining that only a XX% of them will be recycled. This part should explain **why this problematic is actual, and this topic is important?**

iii. Third video (2-3 minutes)

This video could be centered on the question: **What could be done day by day to avoid or minimize the problem? What each student can do? How to raise awareness about this problem?**

For example, students can explain what should be done to make longer life of the batteries, promote the using of rechargeable batteries instead of normal ones, add a “did you know what..?” session and so on.

iv. How could be done your video?

Videos could be produced entirely (without editing) or composed from different parts as reported below (depends on the skills in video editing and specific software use).

1. short videos:

tik-tok style videos, or short video parts made by each student singularly to say one phrase in a common discussion (written and agreed before the video recording);

2. pictures:

in example case, could be used pictures of

- *batteries of different types (car accumulators, smartphones' and stylo batteries etc.);*
- *electric transport;*
- *batteries' collection points;*
- *new products made after the batteries' recycling etc.*

Please, remember, only pictures taken by students and not containing the brand's name or logo are admitted; it is important to indicate the sitography of your research at the end of the video.

3. Interactive templates and/or graphical supports:

presentations, words, phrases, schemes, timelines introduced in the video.

THE MOST IMPORTANT THING IS THE NARRATIVE STORY IN EACH VIDEO. To be really interesting, your video should have a high level of storytelling (good text, articulate pronunciation and emotive involvement). Information could be presented by students talking facing the camera, by narrative voice of one or different students, with support of overlaying text on video or images. It's up to you to decide!

Please, remember that the videos should be:

- ✓ in horizontal format;
- ✓ with only free images (if needed);
- ✓ in MP4 format;

- ✓ less than 128 mb (please, see the technical description and youtube tutorials in document available in the platform).

v. Softs' recommendations

If needed, the free (or partially free) softs could be used.

To record the videos:

- OBS software <https://obsproject.com/>

To edit your videos:

- Videopad editor <https://www.nchsoftware.com/videopad/index.html>;
- Hollywoodian soft <https://www.blackmagicdesign.com/products/davinciresolve/>
(really professional one).

To convert the format in MP4 and/or to reduce the weigh

- <https://handbrake.it/>

b. Second item: Abstract

This part could be done before or in parallel with the video producing. The narrative text of at least 2000 characters is centered on the research idea. It describes:

- why we are talking about this topic?
- which problems are linked to it?
- what should be improved?
- how can we contribute to do it?

c. Third item: interviews' video catalogue

Each international group should choose 2 interviews already produced in previous project step. Those two interviews should be "traded to the video" (1.5 – 2 minutes) as the trailers for a film.

It is NOT previewed to go back to the interviewee and to record a video with this person. You should just explain in your video (using your voice, images, schemes or other):

- Who is the interviewee;
- Why have you interviewed this person;
- What are the interesting points of the interview;

- How can the received information help us in our daily life or how can it contribute to solve a specific problem (linked to your main topic)?

Please, explain which new ideas were born after this discussion. You can also report some small interesting parts.

The same technical criteria, as for the item 1, will be applied for those 2 videos.

d. Forth item: pictures

It is the easier part of the work, you just need to take **4 pictures (for each international group)** which characterize your research at the best. You can find tutorials on how to do a very good photo in the technical document uploaded in the platform.

Once you have performed all the 4 items, and your tutors have approved your work, you can upload it in the LOOP platform.

Please, don't hesitate to contact the LOOP staff if you need any information or have some doubts. The email of FEEM's tutor is: yulia.kiryakova@feem.it

Good work!