

#1 TheWaterChannel

What?	TheWaterChannel – www.thewaterchannel.tv - is a public facility showing over 1,200 videos. MetaMeta, Cap-Net, Nymphaea and UNESCO-IHE initiated it in 2009 with the simple objective to build an open resource with video materials. In the meantime it evolved and now undertakes a broader set of activities including organizing webinars, triggering discussions and debates and documenting forgotten practices.
Why useful?	For your training sessions TheWaterChannel offers a wide database on video materials which are publicly available online. At the same time it creates a place for you to share your information and to keep you informed (through newsletter, waterblog and frontpage buttons) on current debates and crucial but often forgotten topics.
How to use it	<ul style="list-style-type: none">• Access videos online and download them (if permission allows). The search button allows you to search on keywords. For example this link shows the result if you search on “drought”. Alternatively, you can also search on category.• Upload your own videos to show to a larger audience• Send in your news items and announcements to get it published in the weekly newflash• Send in your new publications, pictures or blog to share on the frontpage• Trigger a debate through a remarkable story that can be posted on TheWaterBlog• Set up a webinar. A webinar is an online, live broadcasted seminar, which allows the participants to interact with the speaker. An example can be found through this link.
More info	<ul style="list-style-type: none">• Internet: www.thewaterchannel.tv info@thewaterchannel.tv• Address: Stationsstraat 1, 6701 AM Wageningen, The Netherlands• Phone: +31317843939• Contact persons: Lenneke Knoop lknoop@metameta.nl or Abraham Abhishek aabhishek@metameta.nl• Social media: Facebook Twitter LinkedIn

#2 Videos as teaching tool

What?

Using video material in your training.

Why useful?

While educational videos have been around for as long as videos themselves, their use as a pedagogical tool is relatively recent and less common. This is partly due to technical possibilities in classrooms. It is only over the last 30-40 years that a substantial number of classrooms across the world have equipped themselves with audiovisual aids. Nowadays, with this technology becoming cheaper and more accessible, it has also entered classrooms at institutions with limited resources.

However, the bigger hurdles to exploiting the potential of multimedia in teaching are mental. Videos are a new teaching tool. As such, we haven't thought hard enough about how to incorporate them in our pedagogy. At the moment, a video is commonly used the same way as a book in the school library - it is made available to students to borrow and watch. With some of the tips below, you will be able to get more out of a video.

How to use it

Following are ten broad ideas about classroom activities that can be planned around videos. What's common to them is an attempt to design processes wherein the audience is engaged more actively than being a passive viewer.

1. **General Discussion:** This is the most common activity associated to videos. After the screening, the facilitator / audience discuss the subject matter. Open-ended questions help initiate and sustain discussion. The facilitator should also consider pausing long videos at certain points and inviting comments/questions. Given the context of water management, it is important that the audience is encouraged to put the video in perspective of their own personal/ professional experiences.
2. **Thematic Assignment:** Give the audience an assignment related to the theme of the video before it is screened. This requires an active attitude while watching the video. The facilitator can also divide the audience in groups and give them separate assignments. At the end they exchange and discuss their findings.
3. **Guessing what the video is going to be about before starting playback.** This would evoke interest, especially (but not only) in case of videos in which the subject matter/ narrative is unusual.
4. **Pausing the video and guessing what's next:** Another way of actively engaging the audience. At the end of that part, discussions could reflect on why/if the narrative went as guessed or otherwise.
5. **What's missing?:** Ask the audience what they would have included, excluded from the video if they were given a chance to make it. Ask them if they can think of a reason why what they think should be included in the video, is excluded. A step further would be to ask the audience to write their own scripts and discuss them in a separate another session.

6. Group work: divide the audience in groups and let each group pick out one/ more statement related to the video which they will defend to the other groups. The facilitator can also frame statements for the audience to react on.
7. Role play: Give roles to the audience based on stakeholders (water authorities/consumers/ technicians) that appear in the video. Try to continue a discussion based on the video or create a new situation and let the audience play this new scene. This would help drive home the dynamics of how different stakeholders interact with each other.
8. Interview each other: Divide the audience in pairs and let them interview each other on the content of the video. Make sure the pairs change roles and let them also change partners. After the interviews ask them what the most remarkable answers were or what new things they learned.
9. Blocking pictures/ sound: Play the video without sound. Ask the audience what they think the video was trying to say (or ask someone from the audience to provide the video with a voice-over.) Then play only the sound. Discuss what was different than what they thought. And why. (This exercise could highlight the gap between what is business-as-usual, and a case study of a social change/ technological breakthrough).
10. What was/ wasn't in the frame: A frame in a video contains the visuals that the filmmaker has chosen to focus on. If a human being were to stand at the same point as the camera, he would see much more (180-degrees field of view). During discussions, the video could be paused at a certain point and the audience asked what they thought lay to the left and right, above and below the frame. (This exercise could help highlight the setting of the video- the place and the time. This is helpful for videos in which the place/time from an important part of the context. These tips are best treated as broad ideas that need to be refined further by facilitators, to match the unique requirements of individual classrooms. The central idea, however, would remain the same: evoking a more active engagement with the video, and thus a deeper engagement with the subject matter.

More info

Online video resources related to drought:

- [Drought related videos on TheWaterChannel](#)
- [Drought related videos on climate central](#)
- [Videos tagged 'Drought' on Vimeo](#)
- [Videos tagged 'Drought' on daily motion](#)
- [Videos tagged 'Drought' on on youtube](#)
- [CNN drought page including videos](#)
- [Media and video library of the Red Cross](#) (great resource!)
- [Video database of Digital Green](#)

** please note that videos tagged with 'drought' can also show you results which are not interesting to you. To get better search results you can use multiple key words to narrow the search query.*

#3 Lecture capturing

What?	Using Camtasia to record excellent lectures with a webcam and Camtasia software.
Why useful?	Video lectures can be shared easily among your training participants as an additional learning tool. At the same time resource persons are often very busy and don't have time to to give lectures in your training session. Recorded lectures offer a solution to this.
How to use it	<p>With Camtasia you record the screen of your computer and the speakers face through your webcam. The end result can be a picture in picture frame. The software is simple to use, essentially self-editing, and can also be self-installed. A trial version is available, but to use all features you need to purchase the software. This can be done online: http://shop.techsmith.com/store/techsmit/DisplayHomePage.</p> <p>The Windows version costs 280 euro and can be used on 2 computers. The Mac version is cheaper: 90 euro.</p> <p>Some tips when using Camtasia:</p> <ul style="list-style-type: none">• Always test first. Camtasia allows you to record your full screen or only a selection of it. Make sure that what you want to show is visible.• When you are recording a lecture, the expert is probably using a (PowerPoint) presentation. The presentation should preferably have many pictures.• Test the sound of the speaker (a collar microphone might be handy in some cases) and make sure that surrounding sounds are reduced as much as possible.• Make sure there is enough light in the room.• Let the speaker introduce him or herself.• Let the speaker take a look in the webcam every now and then.• You can always edit afterwards. If necessary the speaker can present a certain slide twice as you can remove undesired parts afterwards. This way, the speaker doesn't have to start all over again.
More info	<ul style="list-style-type: none">• There are many tutorials (written and through video) on the website of Camtasia: http://www.techsmith.com/tutorial-cs8-user-guides.html• In 2011 TheWaterChannel produced the DVD based lecture series "Insights from Ethiopia" addressing land and Water Management experiences from Ethiopia. The lectures, also available online, received a good uptake by government officials and universities. This may not be your first aim for recording lectures, but it shows an example that with this format information reaches places where it wouldn't be otherwise.

#4 Online sources and databases

What?	Using online sources and databases as input for your trainings.
Why useful?	<p>On the internet there is a lot of information within the development / agricultural sector. If you google “drought risk management” you will receive almost 5 million hits!</p> <p>It is important in our work to have access to up to date information on the topics of your interest. With every new training, certain situations might have changed and you would probably like to share the latest information with your participants. Knowing the right places to visit online will save you time and energy and provide you with useful information.</p>
How to use it	<p>Online information sources are constantly updated and growing in number. These very characteristics are the key ideas behind using them.</p> <p>The best way to stay abreast of new sources is to search the internet as often as possible. However, the sheer magnitude of information available online is also a challenge. It is easy to get lost in a flood of search results. Here are some useful tutorials on how to search the internet efficiently:</p> <ul style="list-style-type: none"> • Google: http://www.st-andrews.ac.uk/basics.html • University of California, Berkley: www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html and www.lib.berkeley.edu/TeachingLib/Guides/Internet/webeval-QuestionsToAsk.pdf <p>The following sources provide a good start, for information related to drought management:</p> <ul style="list-style-type: none"> • NWS Climate Prediction Center (www.cpc.ncep.noaa.gov) • The US Drought Monitor (www.droughtmonitor.unl.edu) • Aquastats (www.fao.org/nr/water/aquastat/main/index.stm) • AgriCultures Network Resources (www.agriculturesnetwork.org/resources) <p>Using databases might require some experience. FAO Aquastats (as mentioned above) is a very resourceful database. You can find data varying from water balance sheets to google earth maps showing river basins. It is important to know what information you need in order not to get lost in the abundance of data.</p> <p>Besides, the following online libraries are good general sources of information, including topics related to integrated drought management:</p> <ul style="list-style-type: none"> • British Library/ British Library for Development Studies: www.bl.uk, blds.ids.ac.uk (BLDS offers a document delivery service, which is free for academic institutions/researchers based in southern countries: http://blds.ids.ac.uk/document-delivery) • New York Public Library: www.nypl.org • WHO Library: www.who.int/library • Friedrich Ebert Foundation: http://library.fes.de
More info	<p>The Institute of Development Studies (IDS) has a dedicated site on knowledge sharing showing communities, networks and much more: http://www.ids.ac.uk/go/knowledge-services</p>

#5 Posters

What?

Get your message across with different types of posters

Why useful?

When placed on a strategic place, posters can reach a wide audience and they have the advantage that the audience can read them in their own way, taking as much time as needed. Posters get a large amount of attention for a relatively low investment. They are easy to develop which makes it also easy to keep them up to date. In awareness raising campaigns posters can be used as information source or as conversation starter. There are three types of posters (combinations can be used as well):

1. Participatory setting, open interpretation posters
 It has been argued that posters in a participatory setting should be open for interpretation, in order to invoke discussion and lead to creative thinking.
2. Educational posters
 Often posters have a lot of information and interesting details. They are meant for a closer look.
3. Promotional posters
 Promotional posters are clear to the viewer at a glance and they usually have one large slogan and few details.

Examples:



- Using a picture offers room for discussion (left)
- Educational poster on groundwater in Ethiopia (middle)
- Promotional poster to attract new MSc students (right)

How to use it

- Think about the purpose the poster should serve. Keep in mind that the art is a tool to disseminate your message, not a purpose on it's own.
- Think about reader gravity, which is the phenomenon that readers tend to read in their own language-specific way. In Western countries this means that the readers eyes are pulled from top to bottom and from left to right. In this case the upper left corner receives the most attention.
- Minimize text whenever possible
- Use a simple style with simple graphics
- Use a large font size, white spaces to organize your poster, appropriate colors (not too much) and check your spelling
- Include contact information
- Think about the material you print the poster on. Vinyl is upcoming these days. The material can not tear, it is waterproof and easy to carry along. It even allows writing on it with non-permanent markers which is useful in trainings.

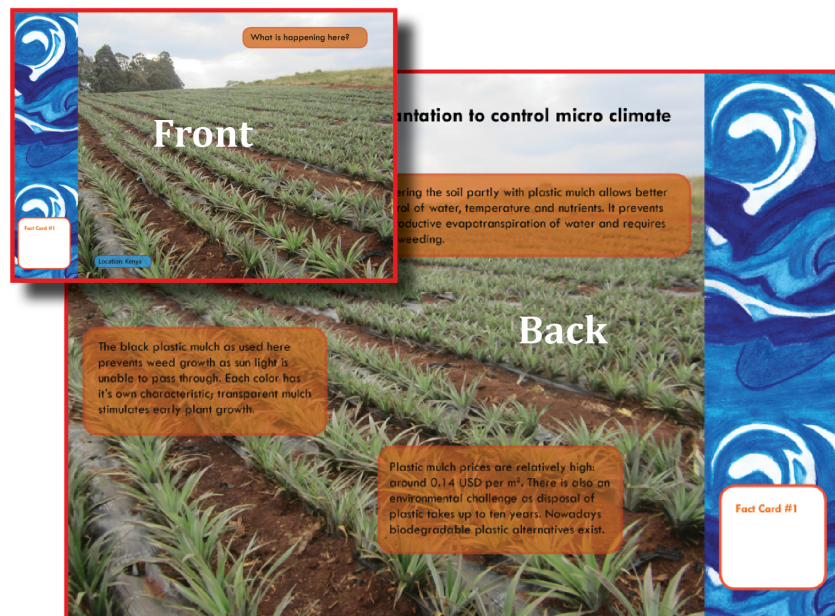
More info

- Creating effective posters, tips by NCSU: <http://www.ncsu.edu/project/posters/NewSite>
- Tips for a conference poster: <http://colinpurrington.com/tips/academic/posterdesign>
- Collection of poster pictures on Flickr: <http://www.flickr.com/groups/postersessions/> (not everything is equally interesting and well designed)
- Tips on poster session by PSU: <http://www.personal.psu.edu/drs18/postershow/>

#6 Flashcards

What?

A flashcard is a double sided card showing a picture of a specific challenge, phenomenon, or good example (relevant to the project area) on the front. It poses a question which triggers the audience to take a closer look at the picture. On the back a more elaborated explanation is given on the topic it addresses.



Why useful?

- Flash cards are easy to develop by yourself or your training participants
- They can be used to trigger discussion or to enhance fast learning.
- When discussed in a group, people can learn from each other as different people will focus on different things in the same picture.

How to use it

- In the field during farmer meetings
- In groups, let the groups discuss among themselves
- As a joint assignment: let your participants develop their own cards in groups
- If you are using flashcards in the field, a waterproof coating is recommended
- Choose clear pictures
- Don't use too much text on one cards, rather use 2 cards if necessary

More info

- www.metameta.nl
- contact person: Lenneke Knoop - lknoop@metameta.nl

#7 Prezi

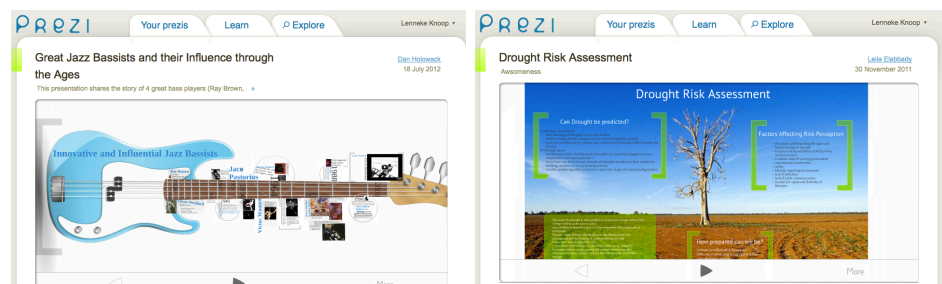
What?

Prezi, a tool to create your presentations

Why useful?

Nowadays, we are very much used to the method that PowerPoint offers us to create our presentations. With its linear structure, PowerPoint is simple to use and the audience knows what to expect. However, Prezi offers you a complete different approach which stimulates your creativity. You can think of it as a large black board on which you can put anything in any order and in any size. Instead of slides your presentation exists of a large map on which you can zoom around while giving your presentation. It makes your presentations even more appealing than before. Also, you will notice after a while that you have much more fun to develop these dynamic presentations which will be appreciated by the audience as well.

Some screenshots of prezi's to give you an idea:



How to use it

- Sign up at www.prezi.com and get started. You can use the free version which shows a prezi logo on every presentation. It comes with 100 MB of file storage and the possibility to show it with an offline player. For most users this free version offers enough options.
- It will take time to get used to the program, so if it is your first time make sure you are not in a hurry.
- Start with setting up the structure of your prezi which will make it much easier to fill in the rest.
- As you can turn your text (which you should do), please be aware that people get motion sick if there are too many turns and zooms over a short period.
- Use the zoom out function to show the bigger picture and use the zoom in function to show details.
- Make sure that your screenshots are not overloaded.

More info

There is a lot to find on Prezi, below are some examples:

- Tutorials on Prezi's website: <http://prezi.com/learn/>
- A quick start guide: http://www.activehistory.co.uk/Miscellaneous/free_stuff/worksheets/Prezi.pdf
- A Prezi (quite elaborate) on how to use Prezi: <http://prezi.com/pfoimeddwn2n/how-to-use-prezi/>

#8 Social media tools

What?

A selection of social media tools:

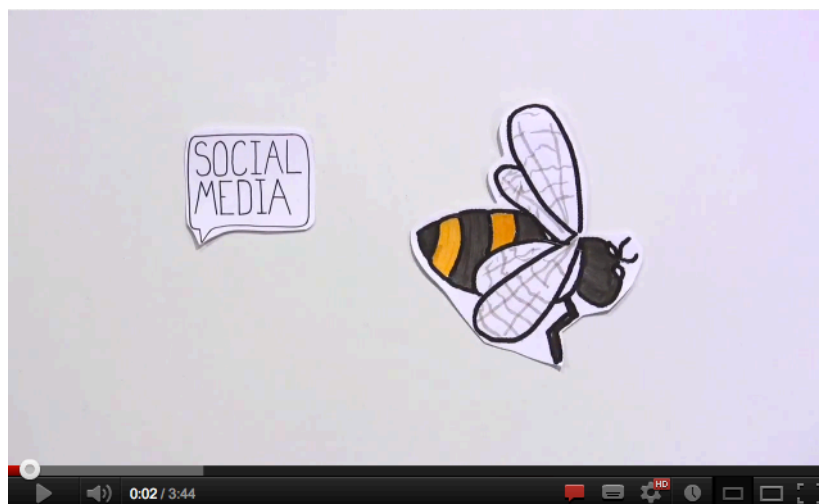
- Twitter (www.twitter.com). Sending short messages (140 characters) to your followers
- Facebook fanpage (www.facebook.com/fanpage). Share your news, interests and pictures in an informal way with your fans. A fanpage is different from a normal account and more appropriate for organizations (though slightly less interactive).
- LinkedIn (www.linkedin.com). Share your profile with other users. More focused on professional use and networking. People often use LinkedIn to find out more on the CV's of LinkedIn members.

Why useful?

Social media is more than a hype. Nowadays we are used to the fact the we can find not only friends and family but also organizations on Facebook, Twitter, YouTube, blogs, etc. etc. The main purpose of social media is to share knowledge, to get opinions from people within your network, and to have discussions - all in an interactive and less formal way.

As a trainer it can be useful to get feedback on your materials and to learn more from their participant's profiles. iUsing social media can keep you up to date with the latest information. It is not necessary to be active on every possible tool, but social media might help you to get insights and ideas which you wouldn't have received otherwise.

This video explains in a simple way the essence of social media: http://www.youtube.com/watch?feature=player_embedded&v=MpIOCIX1jPE



How to use it

There are many many social media tools. The lists below provide tips on the 3 tools we are currently using. For all tools you need to create a free online account and for all tools it is important to ask yourself how you will use it. On a personal account? Then make sure you don't use that one for business. On a business account? Let others know who is sending the message and make sure that personal messages are not shared here. It must be noted though that the overlap between our professional lives and our private lives is getting bigger and bigger. We noticed it is now more accepted for supervisors to know what their employees did during the weekend. We will always advice to think what you share. Once it is on the internet it is difficult to remove it.

Twitter

- Use hash tags (e.g. #climate) to tag your tweet with a certain keyword.
- Be original with your messages. For example, if we tweet on behalf of TheWaterChannel: "new video on #water and #climate: goo.gl/rQLsI" it is not that appealing as "Quick Question: What is the difference between #weather and #climate ? goo.gl/2zbML".
- If someone tweeted a brilliant message, retweet this message to leave the credits with the composer rather than copying it.
- Follow people if they follow you (pay attention to fake addresses!)
- Tweet regularly, but don't overdo it.

Facebook fanpage

- Allow others to post messages on your page (There is an option to approve this first).
- Send important messages to all your fans, but be careful with the frequency you send these messages out.
- Create polls, keep trying new things.
- Keep active online. You can share tasks by assigning multiple admin accounts.
- Check the statistics in the admin panel regularly.

LinkedIn

- Keep your profile up to date.
- Set up separate groups related to one topic.
- If you initiate a discussion, make sure you follow it up
- Join other groups.

More info


To cover everything in 2 pages is impossible. We encourage you to explore these links to find out from a to z how to set up your account and how to use it:

- A beginner's guide to twitter (presentation): <http://www.slideshare.net/Griner/the-twitter-tutorial>
- Fanpage tutorial (video): <http://www.youtube.com/watch?v=ac1jVbF0e4I>
- How to get success out of LinkedIn, focussed on business and a bit promotional but interesting (video): <http://linkedinuccess.org>
- A very resourceful website on knowledge sharing tools: <http://www.kstoolkit.org/KSTools>

#9 File sharing systems

What?	<p>A selection of tools to share your files:</p> <ul style="list-style-type: none">• Google Docs (www.docs.google.com): work simultaneously with several people online in one file.• Dropbox (www.dropbox.com): share your files and folders with invited users.• Wetransfer (www.wetransfer.com): send large files (up to 2 GB). The receiver gets a download link.
Why useful?	<p>We share files on a daily basis. Mailboxes usually have limits on individual emails as well as on the total content of the account.</p> <p>Sharing files through external systems with lots of storage capacity is not only easy with regards to the sending purpose, but offers you easy accessibility as well.</p>
How to use it	<p>There are many tools with regards to file sharing. We decided to stick to 3 free tools we often use ourselves. Some main characteristics and tips are listed below.</p> <p>Google Docs</p> <ul style="list-style-type: none">• Make a google account on www.docs.google.com.• You can create documents, spread sheets, presentations, forms and drawings which you can share with other google users.• Exporting and importing to and from Word / Excel and PowerPoint can give some layout errors.• You can easily work together in the same document.• Through a chat window you can discuss with the other editors. <p>Dropbox</p> <ul style="list-style-type: none">• Sign up at www.dropbox.com and share folders or files with other dropbox users. Note: you can share different folders with different users.• Dropbox only allows you to share files. unlike Google Docs you can not work at the same time in a document. In case this happens, dropbox makes a copy of the file called "conflicted copy".• Initially you have a limit of 2 GB storage. You can increase this when you invite more friends.• A download program is available. This means that you can also access and synchronize the files locally on your computer.• Dropbox offers a backup system through which you can see what changes have been made. <p>Wetransfer</p> <ul style="list-style-type: none">• Go to www.wetransfer.com, browse to add the file you want to send, add the email address of the receiver, add yours and send.• The file will be stored for a limited time.• You can use this as often as you want.• You can create personalized channels e.g. yourname.wetransfer.com for 120 USD per year. This might be useful if your clients need to send you large files. This paid service offers you more options.
More info	<ul style="list-style-type: none">• Video by dropbox on its use: https://www.dropbox.com/• Support pages of Google Docs: http://support.google.com/docs/?hl=en

#10 Pico projector

What?	A small beamer (pico projector or pico beamer) to show your presentations or videos in your training sessions.
Why useful?	<p>Showing videos while you are on location can easily be done using a pico projector. This is a small and light tool which allows you to show videos without additional wires. This comes in handy when power cuts are frequently happening. Also, as the tool is so simple and small it takes much less time and effort to use this compared to the conventional beamer.</p> 
How to use it	<p>The instructions on how to use the device depend on what type you have. Prices range between 150 USD to 500 USD depending on the characteristics. Before purchasing one you might want to think about the options you would like to use:</p> <ul style="list-style-type: none">• Quality of the image (resolution) and sound• Life time of the lamp• Image and audio format• (Built in) storage capacity• Battery capacity• Support USB, SD, etc
More info	<ul style="list-style-type: none">• Wikipedia: http://en.wikipedia.org/wiki/Handheld_projector• Top 10 pico projectors: http://www.projectorcentral.com/popular-pico-projectors.htm