

### Media & Learning News

#### Teachers learn how to re-use video material

More than 20 teachers took part in a workshop in Torino recently on the use and re-use of video resources for teaching and learning. This workshop was organised by



[CSP](#) and was held in the large city centre school Istituto Amedeo Avogadro (IIS), one of the most important schools in the city when it comes to



educational media production. The workshop included sessions on [EUscreen](#) which provides archive footage from European television stations, on [BBC News Schools Report](#) and on several [Italian schools projects](#).

#### Twig Science films to be distributed by leading Spanish language publisher Santillana



Twig, a MEDEA Awards finalist in 2011 which produces short films for schools has announced a major distribution deal with distinguished Spanish publisher Santillana to offer its award-winning educational content to institutions across Spain and Latin America. A co-branded Santillana-Twig website will provide over 1,000 science films for Santillana's schools in Spain, Peru, Argentina, Chile and Colombia. Santillana is the largest educational content developer in Spain and Latin America, with leadership in the school textbook market. Read more from the Twig [website](#).

#### Adobe in the Clouds

Last week, [Adobe](#) announced the new version 6 of its professional design software suite CS6 as well as a new cloud service for syncing, sharing, and storing files: the Creative Cloud. The new product will be launched on the market within the



next month. Adobe claims increased speed and performance (also for Photoshop that sees its first update in two years), an improved user interface, additional and enhanced tools and more output possibilities for new devices. In terms of video, CS6 is also another step from Flash to HTML5. Creative Cloud is not only a new online service for sharing and publishing content created with CS6 but it is also a new pricing scheme: a monthly fee instead of a full once-off license payment (discount prices for teachers and students). Creative Cloud is also a solution for short usage periods, or for moving work between different workstations or for tablet users.

#### Survey on learning technology drivers and trends



You are invited to contribute to an important cross-European survey into how technological development will have an impact on learning in the coming years. The aim of this survey is to collect the views of learning professionals on which technology will have the most impact on e-learning and what role learning technologies will play over the next 10 years to help staff perform at their best in a constantly changing

environment. The survey which takes about 10 minutes to complete is being carried out by the TEL-Map [project](#) and is available [here](#).

### Featured Articles

#### MediaSIS - Teacher Training Course for Media Literacy in Romania

By Nicoleta Fotiade, ActiveWatch, Romania

The Romanian organisation ActiveWatch has recently launched MediaSIS - a brand new training course for teachers who are interested in integrating media education activities in the classroom.

This course, a first in Romania, began in April and is made up of 18 hours face-to-face sessions combined with almost 30 hours of online sessions over a period of six weeks. Fifteen teachers in ten Romanian counties have been selected for the pilot course. They are teaching various subjects in secondary education including high-school.

The course focuses on a critical approach to information media, image construction and video production and issues related to Internet use - credibility online, copyright issues and private life concepts, open educational resources.

The idea of the course is to help teachers develop knowledge and competences that will allow them approach media issues with their students, along with the various subjects taught. With this pilot course, ActiveWatch is continuing its campaign to adapt school activities to students' everyday life dominated by the media in all its forms, and to give them the possibility to develop critical thinking about media messages with the support of their teachers.

As has become clear within the debates that have taken place with course participants, a complete and systematic integration of media education in schools is possible only with the support of decision makers in the education field responsible for media education policies. Teacher training is one important condition to ensure media education in schools. However, in order to integrate media education activities teachers will need the institutional support of their schools as well as a flexible curriculum to allow for the adaptation of content in a media-prone environment.

After the pilot course, ActiveWatch will work to obtain accreditation of the course from the National Council for Teachers' Training and to involve the authorities to make the course available to a larger pool of teachers.

The trainers of this course are Nicoleta Fotiade and Bogdan Manolea. Nicoleta studied Journalism and graduated with an MA in Communication at the University of Westminster in London, United Kingdom. She has authored several tens of media research studies, co-authored two media education textbooks and several other supporting materials for teachers. She is a founding member of ActiveWatch - Media Monitoring Agency and Coordinator of the Media Education Program since 2004. Bogdan is interested in issues related to information technology law and digital civil



Nicoleta Fotiade



Bogdan Manolea

rights. He has been writing about [laws and Internet](#) since 2001. He has authored more than a hundred presentations and articles on topics related to Law and Information Technology. He is Executive Director of the Association for Technology and Internet (APTI) and is also an Editor of the biweekly EDRI-gram online newsletter on digital civil rights.

[ActiveWatch](#) is a human rights organisation based in Bucharest (Romania), which focuses on media and communication issues and is a partner in the MEDEAnet project.

### Bringing science to life with Twig

By Jobina Hardy, Twig, UK

[Twig Science](#), one of the finalists in the 2011 MEDEA Awards, offers a wide range of films and learning materials for science, mathematics, human geography and history. We invited Jobina Hardy from Twig to describe how science teachers are using these resources in their teaching practice.

Jobina: "Since its first awards recognition by the MEDEA Awards committee in 2011, the Twig Science resource has established itself in the educational sphere. This spring, having been assessed by a range of industry experts and educators, Twig Science won a BETT Award, an Education Resources Award and a Learning on Screen Award for its high quality content, unique navigation and cross-curricular appeal. As the resource becomes more established in schools, it is becoming clear how this innovative resource is being applied in teaching and learning. The following case studies provided by science teachers give a good overview of how this is happening."

#### Case Study One: Using Twig for the bigger picture

"Instantly the first aspect that became apparent with Twig is the 'big-picture', which sets out clearly how each sub-topic is linked to not only the main feature, but also to each other. On screen, Twig films are laid out in a very clean, mind-map structure, showing the more curriculum-focused films in the centre with contextual stories around the outside.

In planning our lessons, staff members present a "big-picture" at the beginning of each lesson. Not only can we now take a screen shot of the Twig mind-map and embed it into a PowerPoint presentation, but we can hyperlink each part directly to the Twig website, as and when it needs to become a part of our delivery." Sue, Head of Science

#### Case Study Two: Using more than the films

"Twig doesn't just provide films. In combination with the multiple-choice questions provided, pupils' understanding can be quickly assessed, so it's a great 'Assessment for Learning' opportunity. Of course, that's not to stop you from developing the questions further or even getting your pupils to design their own questions to be used as part of peer-assessment.

In addition, films are handily grouped together within topics and partnered with comprehensive extension materials, so if pupils want to 'read' around the subject they can do so by picking different films in a topic or reading the materials. The resource as



Jobina Hardy

a whole offers a multitude of uses in the classroom for the time-poor, idea-rich teacher." Vaila, General Science Teacher

#### Case Study Three: Mixing things up in revision

"There were two weeks to go until my year 11 chemistry GCSE class had their examinations. Wednesday afternoon—the class were getting bored of revising chemical structures and bonding —"not another lesson of practice papers and spider diagrams" they said. My answer – Twig Science – proved to be an excellent choice.



As a revision resource this was brilliant! My students were immediately motivated and enthused by the short snappy, visually excellent clips that brought a dull topic right up-to-date. The clips are short enough to cover each type of bonding including questions and discussion within an hour's lesson. Whiteboards ensured that all the students participated. As a bonus, there were further videos on diamond, graphite and buckminsterfullerene, another section of the syllabus that offers very limited practical work. The students were motivated to go away and review the video clips in their own time (can you believe it!) in preparation for their exams." Jo, Chemistry Teacher

You can read more about Twig in the MEDEA [Media Gallery](#).

### Getting the reasons right to use anything 'e' and 'i' in education

By Pedro De Bruyckere, Belgium

The number of initiatives to use more electronic devices and social and other media in education is difficult to ignore. Almost every day new plans and new ideas pop up. With every new online tool, it is just a matter of time before articles are published on how to use the new tool in the classroom or how it will change education forever, again.

I want to take a look at the reasons why you should implement computers, smartphones, video, and all those tools. I would like to make a distinction between what I believe to be possible wrong thinking from possible right thinking. The first list will sound negative, but please do read on, as I will end on several clearly positive notes.

One of the weakest arguments I have come across is the novelty aspect, luckily not the most heard reason. Why is this weak as an argument? Simply because novelty wears off. Quite often you can hear very positive reactions when something is implemented at the start, but it's much more important to look at the outcomes in the long term. Are they still so happy about it?

Another argument more often heard and read is that because young people use so much internet and technology in their daily lives, they expect the same thing from their schools. In actual fact, there is some research that really contradicts this, e.g. [this report](#) by the Canadian Higher Education Strategy Associates.

From my own research I've learned that young people tend to dislike the fact that elements of their informal lives are being used for educational purposes. It doesn't mean they don't use Facebook for school, actually



Pedro De Bruyckere

they do. But there is a huge difference between having your teacher tell you to use it as opposed to just discussing school online with your class mates.

A third flawed reason is the argument that using technology in the classroom is more effective. The comparison of different meta-researches in "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement" published by John Hattie in 2009 again contradicts the belief that instruction through technology is more effective.

But is this a reason not to use everything 'e' and 'i' in education? No, not at all! I believe there are several good reasons to use technology in education. Our present world is dominated by technology. Schools need to prepare their pupils for this world and society in the future, so ICT and media need to be a part of the curriculum and school context of every pupil. Technology can also help to visualise content in a way that never has been possible before. Augmented reality apps that can show the working powers on a bridge: how insightful can something become?

Also the flipped classroom idea can benefit a number of different topics or goals. Videos in which teacher experts explain and the teacher coaches can be helpful for several topics. What is important in this case is for the people in the videos to be not only experts in the field, but also expert in how to translate their expertise to pupils.

Technology won't change education, it's the way in which we use technology that can possibly alter how we educate. It can be painful to see how expensive digital boards are being used as traditional beamers. Bring-your-own-device (BYOD) in the classroom can provide pupils with an opportunity to look up and construct knowledge, to experiment and to broaden the classroom to a bigger world. But if they are merely a replacement for classical textbooks with some animations - then nothing will change! So, the good news for us teachers is that it's up to us!

*Pedro De Bruyckere is an educational specialist with vast experience in e-learning and substantial experience in change management who is now specialising in youth culture with an emphasis on popular music. Pedro is an increasingly well-known speaker in the Benelux and is building a reputation as a myth-buster – challenging popular opinions about young people and their needs and expectations of technology in education. Pedro will be one of the keynote speakers at this year's [Media & Learning Conference](#).*

## The transition of Greek Educational RadioTelevision in the digital era

*by Betty Tsakarestou, Ast Professor, Dept of Communication, Media and Culture, Panteion University and Sofia Papadimitriou, Digital and Social Media, Educational RadioTelevision, Ministry of Education, Lifelong Learning and Religious Affairs, Greece*

The development and penetration of new technologies in the contemporary social and educational environment, where schools are not just consuming content but also creating their own, has inspired and motivated Greek Educational RadioTelevision (EduTV) to get out, meet the Digital Generation in its own space and become part of its community.

The vision of EduTV is to empower students as creators, researchers and global citizens reconnecting with a young audience and moving



Betty Tsakarestou

on from traditional media in the digital era, where "We, (are) the Media". An important vehicle in this effort is the continually upgraded [website](#) of the organisation, launched in 2009. High-quality videos relevant to class curricula are available for *streaming or on demand delivery*, as digital archives.



Since September 2010, EduTV has dynamically entered the digital era and connected with communities of young people. Recognising that knowledge is a process in constant evolution, it expects to be both part of and a catalyst in this process. The second generation of EduTV is a multimedia platform connected to social networks which offers students and teachers the environment and the tools to design and create their own *multimedia projects*. Taking an active role in connecting school communities and contributing to the development of audiovisual culture, it motivates and enables students to create *User Generated Video/Content* (UGC) reusing and remixing the available videos and newly documented digital content.



In this context, EduTV2.0 has developed an open [collaborative learning environment](#) of youth creation, supporting experimentation, creativity, exchange and production of ideas which actively promotes school communities' projects. Videos, games, blogs,

Web2.0 applications are developed and submitted through video contests and social responsibility and awareness-raising campaigns in partnership with schools, universities and other organisations. Students actively participate as digital media storytellers, content curators, not consumers but rather *pro-sumers* (producers and consumers), becoming active and responsible citizens.

EduTV2.0 as a part of the Social Media ecosystem curates and aggregates educational and UGC in [YouTube](#), [Facebook](#), [Twitter](#), [Blog](#), [Scoop.it](#), [Vimeo](#) and [Linked-In](#).



Aimed at motivating, activating and engaging students in collaborative projects and fostering an alternative learning philosophy, EduTV2.0 has developed five projects in *i-create* during the 2011-12 school year.

The contest "[Al.Papadiamantis, N.Gatsos, Str.Tsirkas and Od.Elytis: 100 years later](#)" was dedicated to the re-discovery of four great Greek authors through their writing. Students wrote their own stories supported by teachers from their schools and also cooperated with other schools. A total of 190 schools participated and 90 videos, 27 blogs and 73 posters were uploaded, enriching everyone's knowledge with UGC. During this project, an active community was created with dialogue, sharing (*crowd sourcing*) and rating, as well as polls happened around content (*social filtering*).

The Contest "[School Cooking-Mediterranean Diet](#)" was created due to the inclusion of the Mediterranean Diet in the UNESCO Cultural Heritage of Humanity list which focussed on the changes in traditional diet, as well as the position of Greece in Europe regarding childhood obesity. It is a place of reference, dialogue, creativity and knowledge about nutrition and its

relationship in health, environment, history, culture and economy. 376 schools participated from Greece, Cyprus and Greek Schools in Europe.

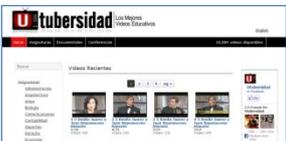
The Interactive Game "[A Letter-A Story](#)" is an innovative web-based learning environment aiming to teach preschool and primary school pupils the Greek alphabet and language through entertainment, play and active participation. It reinforces preschool learning skills which lead to progressive written literacy in the first grade. Piloting the game in 12 schools has reported excellent results and positive responses from pupils, teachers and parents.

[Score against Violence. It's a Game, not war](#) is the slogan of a social responsibility campaign against violence which works across different media. This micro-site includes an animated cartoon series with five spots and an interactive animated cartoon with "hot areas", hyperlinked to new pages with rich and vivid digital content; videos, photos, presentations in *Prezi* and *Slideshare* format, all of which provide valuable information aimed at raising awareness on the topic of violence. Students participating in the campaign created their own slogans in radio spots, podcasts, video-animations and posters using figures from the animated cartoon series.

The science communication video contest [School-Lab](#) was co-organised by the *British Council* and *i-create* through the programme "*New Generation in action*" of the European Commission. The contest helped students better understand some of the exciting challenges faced by scientists and researchers, as well as gain self-confidence and presentation skills to better get across their ideas. A group of talented young scientists, specialists in science communication (*mentors*), motivated and supported students are developing their skills and their project, familiarising themselves at the same time with the research process.

Find out more [here](#).

## Resources of the Month

- [Pixton](#) is a website that enables users to create comics controlling every aspect in an intuitive click-and-drag motion; it also offers products for schools, like a visual writing tool for all subjects and personalised and private environments, aligned with the curriculum. 
- [Utubersidad](#) is a Spanish project which collects on the website (available also in English) more than 10,000 educational YouTube videos, divided into school and university subjects. 
- [The Communication Space](#) is a multidimensional online network for the media and communication studies' academic communities, created for students and researchers to network and share research, resources and debates. 
- [History for Music Lovers on Youtube](#), is a YouTube channel with a collection of music videos of songs that are about topics related to history and literature 

teaching, performed on the backing track of very famous songs.

- [Joannis-Sajnovics and the transit of Venus](#) is a travel journal on Facebook about Joannis-Sajnovics' travels in the 18th century to observe the Transit of Venus which is very relevant as the planet passes in front of the sun again in 2012. This resource also links to a Vimeo channel with videos about this year's transit. 

## MEDEA News

### Media & Learning Conference update

Planning for the [Media & Learning Conference](#) is continuing apace, don't forget to submit your ideas for the conference programme by 1 June. Highlights of the 2012 conference programme include discussions and demonstrations on the value 3D and other visual techniques can bring to the teaching of science, dedicated sessions on building creativity into the curriculum, best practice in lecture capture and re-use in universities and reports on the status of media literacy in different European countries.

### MEDEA2020 and MEDEAnet project news

Part of the work of the European Commission supported [MEDEA2020](#) and [MEDEAnet](#) projects is to ensure the on-going sustainability of the MEDEA Awards and associated activities including this newsletter. This has led to a recently taken decision by partners to launch a new MEDEA/Media & Learning Association open to all as a European not-for-profit association established under Belgian law. This association will be set up in autumn and will be launched at the Media & Learning Conference. Membership will be open to everyone interested in the value and impact media can have in teaching and learning.  

## Related Awards Schemes & Events

### PLURAL+ 2012 Youth Video Festival

**PLURAL+** The United Nations Alliance of Civilizations (UNAOC) and the International Organization for Migration (IOM) are organising a video festival where young people are invited to submit original and creative videos focusing on the themes of migration, diversity and social inclusion. This festival, called [PLURAL+](#) invites young people up to 25 years old to submit short videos in English, French or Arabic by the deadline of 1 July, 2012. A prestigious international jury will select three winners in each age categories (9-12, 13-17, 18-25). All the winners will be invited to New York, all travel expenses paid, to present their work at PLURAL + 2012 Awards Ceremony at the Paley Center for Media in December 2012.

### Contact information

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