

Media & Learning News Learning 2.0 Conference

The [Learning 2.0 Conference](#) is an online conference that took place on 20–24 August



2012 in conjunction with [Connected Educator Month](#). It took the form of a global conversation on rethinking teaching and learning in the age of the Internet and included a special educational start-up "pitchfire" event. Subject strands included changes in the classroom, in student learning, in teacher personal and professional growth, in schools, and in pedagogy. Recordings of all sessions are becoming available on [this page](#).

EIF12: Learning for Open Innovation



The [EFQUEL](#) Innovation Forum 2012 "[Learning for Open Innovation](#)" was held on 5 – 7 September in Granada, Spain. This year the forum questioned why most educational institutions still use old models of education for new learners in spite of the disruptive

technological advancements that characterise the contemporary education landscape. The entire book of paper abstracts is available on the [website](#).

Media Literacy: Understanding Digital Capabilities

Last July, the [Oxford Internet Institute](#) (OII) published a report about the OxIS 2011 survey. The report "[Media Literacy: Understanding Digital Capabilities](#)" (also available in [PDF](#)) highlights new habits, models and trends as for example the emergence of "next generation users" who are developing a new pattern of Internet use. OxIS surveys provide the UK's contribution to the much wider [World Internet Project](#), an international project that studies the social, economic and political implications of the Internet.



EUscreen announces new tool: the virtual exhibition builder

The [EUscreen project team](#) recently announced the availability of the virtual exhibition tool, which adds a rich new functionality to the portal. The [current release](#) brings online 10 exhibitions, some of which are divided into subchapters or strands. They add new meaning to the collection of digitised television and film content and make materials accessible to a larger audience; visitors will soon be able to create their own stories and add more connections. The tools designed for these exhibitions allow the insertion of multimedia materials from all the project's content providers which include thousands of unique television programmes.



Final phase of the Supermom project

The EU-funded project [Supermom Kick-Off 2010](#) has entered its final phase. This project, involving partners from 5 EU countries, offers vocational orientation and training in media for unemployed single mothers. Participants are now in post-production and busy with marketing and the organisation of public screenings. The presentation of

"Supermom-Movie" will take place during the final event in Paris on 17 September 2012. The aim is to raise the professional and personal competences of the women involved and therefore to increase their chances in the labour market.



Pupils obliged to have an iPad in Belgian Schools

Two schools in Belgium received much attention recently for insisting that all students returning to school in September have an iPad. The schools in the town of Blankenberge in West Flanders offer a lease-buy scheme for parents who find the once-off cost of €465 difficult to pay and also provide low-cost insurance to cover breakage and theft. According to the principal of the school, this requirement is a logical step for the schools who have been extensive users of Apple technology for some time. However some criticism to the scheme has been made largely related to the cost associated and the lack of Dutch language material suitable for the iPad. The final decision on this case will be taken by the Flemish Minister of Education and Training, Pascal Smet.

Featured Articles

2012 edition of the NMC Horizon Project Report

By Alberto Nantiat, ATIT, Belgium

During 2012, two editions of the Horizon Report were released by the New Media Consortium: the "[Horizon Report: 2012 Higher Education \(HE\) Edition](#)" (13 February) the "[Horizon Report: 2012 K-12 Edition](#)" (11 June).



Alberto Nantiat

The [New Media Consortium](#) (NMC) is an international not-for-profit consortium which aims to serve as a catalyst for the development of new applications of technology to support learning and creative expression. It is composed of more than 250 educational institutions dedicated to the exploration and use of new media and new technologies. The NMC sponsors programmes and activities designed to stimulate innovation, encourage collaboration, and recognise excellence among its member institutions.

One of these initiatives is the [NMC Horizon Project](#), a comprehensive research venture that identifies and describes emerging technologies likely to have a significant impact over the coming five years in education around the globe. Launched in 2002, it aims at providing educators and thought leaders across the world with expert research and analysis in order to help them build upon the innovation in this field.



The two 2012 editions add up to the internationally recognised NMC Horizon Report series which, year by year, monitors the landscape of emerging technologies for teaching, learning, research, creative inquiry, and information management.

Featured technologies

Each edition of the NMC Horizon Report features six technologies likely to enter into mainstream use for teaching, learning, and creative inquiry. They are placed along three adoption horizons indicating the likely timeframes for their wide adoption.

On the short term, both 2012 editions indicate mobile devices & apps and tablet computing as technologies entering into mainstream use in one year or less. These two sets of technologies, says the report, have become a pervasive part of everyday life in much of the world, and are growing everywhere.

As in the previous publications, the K-12 edition highlights their belief that game-based learning will be very prevalent in 2-3 years. The personal learning environments (PLEs) are entering that horizon for the first time. The HE edition puts learning analytics at the same level as game-based learning.



Looking at the long term (4-5 years before widespread adoption), the K-12 edition draws attention to natural user interfaces and augmented reality. These are considered to be very promising ways to make the use of technology simpler and more intuitive without giving up on the increasing presence of data in real life. Meanwhile, the HE edition features gesture-based computing and the Internet of Things. These take into account the remarkable improvements they can bring (and are already bringing) to learning by providing new interacting experiences with the devices and smart objects and environments.

Key trends

The report also draws attention to several specific current characteristics of media and new tools in learning. The emerging pattern is that of progress towards an intensive use of the social and collaborative dimensions of Web 2.0.



The technologies used in education are increasingly cloud-based. As a consequence people expect to be able to work, learn, and study whenever and wherever they want to. It also allows for an increase in online collaboration in the world of work and in the way students structure their projects. Finally, education paradigms are shifting to include online learning, hybrid learning and collaborative models and the abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit the role of educators.

Guus Wijngaards from INHolland University, The Netherlands will give a keynote presentation about this report during the opening plenary of [Media & Learning](#) on 14 November.

Active learning supported by "flipping the classroom"

By Sylvia Moes, VU University Amsterdam, the Netherlands

This article continues our dedicated series on lecture capture. It is provided by the Lifelong Learning project REC:all, which aims to explore new ways in which lecture capture can become more pedagogically valuable and engaging, and which is investigating a variety of learning design, technical and legal issues related to lecture capture. In this second part of the series project partner Sylvia Moes from VU University Amsterdam describes one of the learning activities



Sylvia Moes

delivered by VU which clearly illustrates a new way to utilise lecture capture.

Flipping in Rome

Media can be used in a very engaging and innovative way, that's what a case study implementing videos and interactive media tools during a 14-day study trip to Rome shows. During this study trip by the VU University in Amsterdam, art students are first given an intensive introduction to cinematic Rome. Students analyse film material, investigate places where movies were shot and contextualise the locations in time and space. In Rome, students then work with iPads, [Geoplaza](#) and Google Maps. At the end of the course students show their outcomes via a self-made interactive presentation.

Enriched knowledge clips

Prior to their visit, students are given an introduction via what is termed "enriched knowledge clips". These are videos of max. 5 minutes where the teacher explains a theory. The enrichment is provided by literature and extra content from the web. By using these knowledge clips beforehand, students can increase their knowledge in an independent manner up to



the standard that is required to follow the course. They can test themselves via 3 questions after each clip.

In this way the teacher doesn't waste time giving long lectures

during the city trip, but can propose other more engaging activities instead as the theory has already been explained beforehand. And even more important: the quality of the interaction will rise, as the students are better prepared (flipping the classroom).

Active learning with interactive tools

Furthermore, Geoplaza (a database with digital geographical files) is introduced in this course in order to analyse the recordings of films and contextualise them in time and space. In Geoplaza maps are visualised via layers, so students are able to see the geography of a place over different periods of time (e.g. growth of the city). This helps them to analyse changes in the location based on information contained in the films.

In the first week the teacher guides students through Rome, but in the second week students have to find their own way. The places where films have been recorded are marked up in Geoplaza and this helps students in their assignment. To teach students how to work with Geoplaza, "instruction clips" are available online before the trip, in this way they have the possibility to develop skills, which are needed during their visit in Rome.

At the end of the course students give an interactive presentation of their findings. They have to create their own location-based materials (stills and movies) that underpin their findings in the context of the location in terms of time and space. Students have the possibility to integrate their materials in Google Maps. Again an instruction clip is available to teach them "how to do this". In this way it is possible to go from their PowerPoint into the interactive environment of Google maps.

The project REC:all

This case study is one of 12 case studies that will be carried out by the REC:all partners. The 2-year project is examining how teachers can be supported in their choices for various forms of captured lectures to activate education. It is also developing a pedagogy framework to provide a structure for different forms of lecture capture and to help teachers in their search for the right form. This framework takes into account the different learning activities of Bloom (Forehand, 2010): Remembering & Understanding, Applying & Analysing and Evaluating & Creating. The goal of the framework is to help teachers make well-considered choices when working with different lecture capture forms.



Online community & webinars

REC:all is currently improving this pedagogy framework and the various definitions used within it, you can find more information [here](#). Anyone interested in sharing his or her experience in lecture capture and who wants to help improve the framework is very welcome to join the community on www.rec-all.info.

The recording of the REC:all webinar about the pedagogy framework that was held on 4 September can be reviewed via [this link](#). The next REC:all webinar on 6 November, 15:00 CET will be about [Lecture Capture in Singapore with Dr. Daniel Tan](#) from the Nanyang Technological University, Singapore. The Media & Learning Conference will also feature several sessions on lecture capture and there will be a [pre-conference workshop](#) on the topic hosted by KULeuven.

Educational media workshop to fit every need

By Sally Reynolds, ATIT, Belgium

One of the main outcomes emerging from the growing numbers of people involved in the MEDEA/Media & Learning Community is the increased availability of hands-on workshops aimed at sharing experience and know-how in the use of media to support learning. This article provides an overview of some of the workshops and points to where you can find out more if you are interested.



Sally Reynolds

What makes a good workshop?

First it's important to point out what we mean by a workshop and what we believe makes them successful. For starters, we believe it should be really clear what it is that participants will be able to do after attending one of these workshops that they weren't able to do before. Making sure there is ample opportunity to really try out different tools and services is also important and we are of the belief that unless such opportunities are built into the fabric of a workshop, it really doesn't deserve to be called a workshop. This means allowing adequate time and providing appropriate resources to make sure everyone has a chance to practice what they learn during the workshop. Groupwork is also a core ingredient in a successful workshop. Finally we use the results of the annual MEDEA Awards as a way to identify excellent workshop leaders and instructors. This allows us to build up a community of experienced and highly skilled practitioners in various domains and different European countries who can be called on to provide leadership and input to specialised workshops. And the good news about this community is that it is replenished every year with the latest batch of winners, finalists and highly commended entries of the MEDEA

Awards. Here are some workshops that are organised with this approach in mind.

Creating and using video in the classroom

These week-long workshops have been organised in Leuven, Belgium since 2011 and have recently been nominated for a GINCO Quality Award. The structure of the workshop provides a significant level of input about the pedagogical usage of video as well as a carefully orchestrated agenda whereby participants work in teams during the week to create their own educational video which is then presented to an invited audience at the end of the week. The next edition of this course takes place in March 2013.

Supporting music performance in the classroom

The latest MEDEA workshop was a Simply Music week-long workshop organised by Paul Maher, the founder of Simply Music, was held in the Irish National Concert Hall in August. The workshop went very well and attracted 19 primary school teachers. It focused on how music performance can be used in the classroom environment using both traditional and technology-based methods. This is a highly participative workshop with plenty of hands-on opportunities for teachers to really get to grips with music teaching. You can find out more about the approach taken by Paul to the organisation of these workshops [here](#).

Building your own educational app

This week-long hands-on training workshop will take place in February 2013 and will provide participants with the basics of creating simple apps for the classroom. These apps can be an interactive book, a serious game or a collection of content and resources and can be used or accessed on devices like iPads, Android Tablets, laptops and smartphones. There is no need for programming experience as the trainees will work with tools that keep the programming code in the background.

Web strategies and social media training for LLP projects

During this week-long residential course participants will receive hands-on training on the use of social media as part of an effective web strategy for dissemination activities. Training materials will be especially designed for LLP project managers and they will include practical guides and methodologies, showcases of the most successful dissemination practices and video tutorials. This course takes place in February 2013.

Most of these week-long courses are listed in the Lifelong Learning Programme database and participants can apply for funding to take part. The deadline for receipt of applications for courses taking place next February and March is 17 September 2012.

If you would like to find out more about any of these workshops, or indeed would like to discuss the organisation of a workshop with us, then contact us at courses@atit.be.

Resources of the Month

This section includes a selection of resources from the Media & Learning [Resources Database](#).

- [Share My Lesson](#) is a web portal containing over 254,000 free high-quality teaching resources in a variety of formats (images, web pages, pdf's, music, text files, etc.) for every level of education.



- [Ptable](#) is an interactive Web 2.0 periodic table with dynamic layouts, orbitals, thousands of isotopes and much more. The website offers Wikipedia descriptions in 40 languages, photos, videos and podcasts. 
- [TeachersFirst](#) is a free website containing professionals' reviews of over 12,000 external teaching resources as well as original resources, developed by teachers and professionals. 
- [IPR For Educational Environments](#) is a free online course about Intellectual Property Rights. It is aimed at people in higher education and for academics. Each element of the course can also be used independently. 
- [Ticing](#) is a free Spanish educational platform collecting more than 83,000 resources. It also provides a social network for the education community formed by more than 25,000 people collaborating from all over Spain. 

MEDEA News

MEDEA Awards deadline 17 September!

Entries in both the user-generated and professionally produced categories are arriving daily at the [MEDEA Awards](#) Secretariat. Two additional prizes are also open this year: one is for the best entry submitted as a result of European collaboration and the second will recognise excellence in the use of educational media to support active aging and solidarity between the generations. Entries can be made online in any one of the 6 MEDEA Awards languages which are French, Italian, Spanish, German, English or Polish. Don't forget to finalise your entry by signing off the submission sheet, signing the section dealing with IPR and sending it off to reach us by 17 September.



Media & Learning Conference publishes programme

The conference programme for the [Media & Learning Conference](#) taking place on 14-15 November is now online and being updated on a regular basis. This year the programme includes a rich variety of formats including screenings, discussions and debates. Speakers include Yves Punie from IPTS discussing creative classrooms, Rosanna De Rosa and her colleagues of University Federico II, Italy talking about media-supported science and Xavier Prats Monné, Deputy Director-General for Education at the European Commission talking about policy. Anniina Lundvall, Finnish Society on Media Education and Sherri Hope Culver, Center for Media and Information Literacy at Temple University, USA will be talking about media literacy. These are just a few of the highlights from this year's programme – join us to share, discuss, learn, network and collaborate at Europe's only conference dedicated to media and learning.

New MEDEA Association to be launched in September

A new international not-for-profit association called MEDEA/Media & Learning is being set up on 25 September. The objective of the association is to promote and stimulate the use of media as a way to enhance innovation and creativity in teaching and learning across all levels of education and training in Europe. This association will be launched formally at the [Media & Learning Conference](#) in Brussels in November and will offer membership to both institutional and individual members.



Related Awards Schemes & Events

Best of Elearning! Awards

The [Best of Elearning! Awards](#) is a readers' choice awards programme for enterprise-wide learning products and services. It will be held at the Enterprise Learning! Conference & Expo on 25-27 September 2012 at the Hyatt Regency Irvine, California, and showcased at the Best of Elearning! Day, on 8 November 2012.



EDEN Research Workshop



"[Learners in the Driving Seat](#)", the 7th EDEN Research Workshop, organised in collaboration with [KU Leuven](#) will take place on 22-23 October 2012 in Leuven, Belgium. The main focal point of the workshop is on identifying how best instruction works, where borders between physical and virtual learning environments disappear, where roles of students and teachers have changed, and where new pedagogical paradigms and didactic approaches are introduced. The deadline for submissions is 15 September 2012.

Send in your abstracts for INTED2013

The deadline for submitting abstracts for the 7th [International Technology, Education and Development Conference](#) (INTED2013) is 29 November. INTED brings together professionals in the field of education and technology and will be held in Valencia, Spain on 4-6 March 2013.



Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact:

Nikki Cortoos, Media & Learning News Editorial Team
Address: ATIT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium
Tel: +32 16 284 040, Fax: +32 16 223 743
E-mail: news@media-and-learning.eu
Website: <http://news.media-and-learning.eu>