Media & Learning News

October 2012 Issue

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Next EDU Gurus

On 14 September YouTube and Khan Academy launched Next EDU Gurus, a two-week contest to find 10 talented and engaging educational content creators. Winners will be given training and promotion as well as a $1,000 gift voucher for production equipment. The contest is part of a development programme providing training and mentoring to next generation educational content creators. It was open to content creators coming from the US, Canada, UK, Ireland, Australia, New Zealand and closed on 1 October. The list of participants and their YouTube channels will be posted on the YouTube Official Blog after 8 October.

ICT in education: the situation in Rwanda

During a recent interview published by the Rwanda Focus, Dr John Rutayisire, general director of the Rwanda Education Board (REB) described the status of ICT in the country's education. With the advance of ICT, he says, education is spreading, especially through distance learning, and little by little Rwanda is aligning itself with other parts of the world. As the fundamental role of ICT in education is recognised, more and more educational institutions are adopting it. Many lecturers in higher education institutions are using smartboards and many students are capturing lectures using ICT. Asked about challenges and issues, Dr Rutayisire confirms that these are mainly financial but that the level of progress that has already occurred is considerable.

Bring your own device

As illustrated by the growing number of articles and tweets on this topic, education institutions are rapidly embracing the *Bring your Own Device* (BYOD) philosophy. This is an important step towards personalised and context-independent learning but, due to its mixed results, it is still a contentious issue with opinion sharply divided. BYOD presents many benefits, such as the choice for students of the device they are most comfortable with and the possibility to implement connected learning at a lower cost, but there are also many challenges, such as those related to compatibility, security, equity and management in learning.

Gamification World Congress

The Gamification World Congress took place in Valencia, Spain on 20 September. Gamification is a process or strategy applied across the board in many different fields, from marketing to education, from journalism to training and also as a social transformation tool. Particularly interesting were the sessions about game-based learning (GBL) and serious gaming as well as the advanced workshop and the roundtable "Gamification as the engine in teaching" by Eliseo Martín Mora.

Social Media Week (SMW)

Social Media Week took place from 24-28 September 2012 and included over 50 events specifically dedicated to education and learning. Social Media Week is a global platform offering hundreds of interconnected activities and conversations on emerging trends in social and mobile media. These events took place in several countries around the world and dealt with the use and influence of social media in educational institutions and applications of social media in educational contexts (find out the details). The School of Emerging Media & Technology was launched during SMW which will deliver classes and courses taught by the world's greatest leaders in social media to general or specific audiences in the US via the Skillshare platform.

GENIUS held its second meeting in Braga

The second GENIUS meeting took place in Braga (Portugal) on 14-15 May 2012. GENIUS is a 2-year European LLP project aiming to strengthen students' transversal skills in Secondary Schools and provide innovative and attractive learning pathways matching the skills provisions for employability coping with the emerging issues due to digital fluency. During the meeting GENIUS partners from 6 countries presented the results of their Comparative Report and Desk Researches on plagiarism and creativity at national level, now also available online. For further information please write to i.reggiani@unimarconi.it or subscribe to the newsletter on the project website.

Webinar on integrating media education schemes and approaches in the classroom

The next webinar in the MEDEAnet series takes place on 18 October at 16.00 CET and features media education expert Nicoleta Fotiade from ActiveWatch in Bucharest. Nicoleta will be introducing various media education schemes and critical thinking methods that can help students become more critical in their use of information media. Nicoleta will be joined by Marianna Vivitsou, a teacher from Greece who will discuss the examples provided based on her own media education. Participation is for free but prior registration is required.

Featured Articles

Digital Vertigo: How Today's Online Social Revolution Is Dividing, Diminishing, and Disorienting Us

By Andrew Keen, Internet entrepreneur and author, USA

The following short article is an extract from Andrew Keen's latest book.

Let's start with three of my deepest concerns about individual privacy and autonomy in the age of networked intelligence. Firstly, what exactly will be the fate of privacy when you and I and everyone else are trapped, for better or worse, in a radically transparent network of "frictionless sharing" that has done away with secrecy and

Andrew Keen

solitariness? Secondly, what happens in just eight years' time, in 2020, when everything— from our intelligent cars to our intelligent televisions to our intelligent telephones to our other 50 billion networked devices— are connected? And thirdly, what are the human implications of this great rewiring, this cult of the social which, according to Don Tapscott and Doug Williams, represents a grand historical turning point equal to the Renaissance in the history of mankind?

We've already described Mark Zuckerberg's first five- year plan of transforming the world into a social experience. But there's a second five- year plan, too, and it's even more chilling than the first. In ten years' time, according to Zuckerberg, "a thousand times more information about each individual will flow through Facebook." That's Zuckerberg's Law. And what it means, he predicts, is that "people are going to have a device with them at all times that's [automatically] sharing" this cornucopia of personal information. What it means is that everyone— via transparent online networks like SocialEyes, Hotlist, Facebook's Open Graph and Timeline, SocialCam, Waze, TripIt, Plancast and Into.now— will know everything we are doing, watching, reading, buying, eating and, most ominously, thinking. What it means is that, in ten years' time, we'll have eliminated loneliness and the only place you'll be able to find privacy is in museums, where its corpse will, no doubt, be hung next to pictures of the human condition by old masters like Johannes Vermeer and Rembrandt Van Rijn.

But, like Jeremy Bentham, Mark Zuckerberg is wrong— radically wrong that this shared future makes us more human, wrong that this "automatic sharing" of information necessarily makes the world a better place, wrong that Zuckerberg's Law benefits either society or the self. Rather than a virtuous cycle, this social media revolution may well represent a descent— perhaps even a dizzying fall— into a vicious cycle of less and less individual freedom, weaker and weaker communal ties, and more and more unhappiness.

Rather than the next Renaissance, the age of networked intelligence could well represent a new Dark Ages, a nonfictional remix of the feudal world of John Balliol, with its radical economic and cultural inequalities, its myriad of fragmented worlds and its hierarchical networks of international elites. Instead of making us happier and more connected, social media's siren song— the incessant calls to digitally connect, the cultural obsession with transparency and openness, the never- ending demand to share everything about ourselves with everyone else— is, in fact, both a significant cause and effect of the increasingly vertiginous nature of twentyfirst- century life.

The inconvenient truth is that social media, for all its communitarian promises, is dividing rather than bringing us together, creating what Walter Kirn describes as a "fragmentarian society." In our digital age, we are, ironically, becoming more divided than united, more unequal than equal, more anxious than happy, lonelier rather than more socially connected.

Andrew Keen will be exploring these and many other issues during his keynote presentation at the forthcoming Media & Learning Conference on 14-15 November.

The "POLI" mark: New technologies for university teaching

By Marta Cabedo Fabres, Universitat Politècnica de València (UPV), Spain

This article is part of 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 third part of the series project partner Marta Cabedo Fabrés from Universitat Politècnica de València describes how.

The new educational paradigm due to the Bologna process, presents a teaching model in which the professor acts as facilitator of learning and the students assume an active and autonomous role. Based on these points the Universitat Politècnica de València (UPV) has developed and implemented a number of tools (POLIMEDIA, POLITUBE and POLICONECTA) and a Virtual Learning Environment (POLIFORMAT), in order to adapt to the European Higher Education Area and to improve teaching quality.

Marta Cabedo Fabrés

POLIMEDIA is a system designed at the UPV for creating multimedia content (videos, instruction clips, knowledge clips, etc.), and POLITUBE is a free access portal enabled by the UPV to store educational videos that are used to support and complement classroom teaching.

The materials and resources available in POLITUBE and POLIMEDIA, after a rigorous review, are recognized as learning objects and become part of Riunet (UPV institutional repository). Riunet provides access from the Internet to the scientific, academic and corporate production of this university following the international movement of Open Access.

POLIFORMAT is a tele-education platform used in the UPV. It is based on Sakai and it offers a standardised interface for accessing to a Web 2.0 toolkit. It facilitates autonomous and collaborative learning to students.

Each subject has its own space in POLIFORMAT and it is accessible only to teachers and students enrolled in the subject. The tools available include news, calendar, repository of resources, tasks, contents, on-line exams, chat, internal mail, discussion forum, wiki and student's personal space. Some of these tools can be activated during a specified period of time, according to the needs of the subjects.

POLICONECTA is a videoconferencing tool developed at the Lifelong Learning Center of the UPV for distance learning. It is based on the use of commercial software Adobe Connect, and allows virtual meetings, video conferencing and remote lectures, which can be recorded. It also includes the ability to share documents, applications or a whiteboard.

Example of lecture capture using Polimedia technology

For the delivery of courses or seminars at a distance UPV makes more than 30 classrooms available which are properly equipped with multiple cameras, microphones, projector, monitors, and interactive whiteboard. Some classrooms also have "Paper Show" (a special notebook that records what you write or draw with a pen in a computer). The only equipment

required by students is a broadband Internet connection, headphones and a microphone.

All tools and platform described in this article have already been used with a high degree of acceptance by more than 250 lecturers and approximately 36000 students at the UPV. In the last six years more than 3000 videos have been produced using these technologies and actual experiences show that the use of lecture captures results in a substantial improvement of teaching quality. Find out more.

UPV's experience in lecture capture will be presented during the REC:all workshop taking place on 13 November.

Is there a future for 3D immersive education environments?

By Rosanna De Rosa, Federica Web Learning, University of Naples Federico II, Italy

Immersive educational environments combine real and virtual worlds, giving participants the sense of being there when it is neither practical nor even desirable to physically attend university. They are designed to attract and engage visitors on an emotional level and they support self-directed learning.

An important component in immersive education is 3D technology. At university of Nap les Federico II, Campus 3D – a component of the well-known

Rosanna De Rosa

open access platform Federica - reunites teaching and other services in the one location thus reinforcing the university's identity and opening the Project Federica to a new experience. Development of the University over time has led to the forced relocation/dislocation of different sites over the whole city. Federica with Campus 3D is rewriting this history of dislocation by returning Federico II University to its old Campus status.

Each area on the virtual campus has been specially constructed using high-quality photorealistic images and 3D polygonal scale models with textured surfaces to reproduce representative buildings which have a cultural identity of their own, and are imbued with the spirit and history of the subject area they house. The real and the virtual are combined and interchangeable. The virtual 3D environment immerses visitors in the atmosphere of university life but its realness reminds them of the importance of the real-life university experience. There is no distortion of reality, rather the virtual campus provides students with a guide to structuring their university studies in the real world in line with "open" ideals of anytime, anywhere access. Interaction is possible with actual learning content like conferences, lectures and library resources and not only with virtual reality. The pyramid structure at the centre of the piazza is an eye-catching visual creation but also a valid search tool for exploring all resources available on Federica. The 3D environment enhances a student's experience of using high-

quality, higher education learning materials and resources.

The 3D environment also appears to be a valid tool for orientation and distance-learning, mainly for students in non-European countries who use Federica to access OER with a sense of identity and belonging. Campus 3D represents a first step towards the development of immersive environments in which students are able to act and interact with a recreational and challenging space and to engage in new learning experiences. Our next step is to increase the number of interactive simulation activities on Campus3D, and successfully bring together print literacy and digital culture.

These themes will be at the core of the panel session "Using Scientific Imagery in Higher Education" which will be held on Nov 15th in the Otlet Room during the Media and Learning Conference 2012.

Social media networks in schools and in teachers' lives

*By Riina Vuorikari, European Schoolnet*

How can social media transform teaching and learning? How can teachers use social networks to support their competence development? These questions will be at the heart of a workshop we are organising at this year's Media and Learning Conference. It is being run in the context of the Tellnet and SMILE projects, both led by European Schoolnet (EUN) and both focused on how teachers use social media in schools and for their professional development purposes.

Riina Vuorikari

Teachers' Lifelong Learning Networks

The premise of the Teachers' Lifelong Learning Network project, Tellnet, is that teachers' lifelong networks can provide a suitable support for teachers' professional development. eTwinning, the community for school in Europe, has been used as a case study through the application of Social Network Analysis (SNA) to understand the usefulness of networks for teachers. The ultimate aim is to identify the main structures and mechanisms that are effective in sharing practice, encouraging innovation and creativity among teachers.

eTwinning teachers' collaboration network
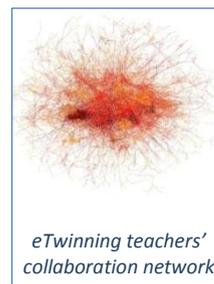
The Tellnet research team studied how eTwinning teachers are connected to each other and how networks are formed amongst them. The image visualises an example of an eTwinning teachers' collaboration network where connections among teachers are formed through eTwinning projects. The teachers who are more connected (gatekeepers) have more power over information flow between communities in eTwinning, and they are the ones who are more likely to spread positive and innovative pedagogical practices.

Resources of the Month

This section includes a selection of resources from the Media & Learning Resources Database.

- Propiedad Intelectual is a section of the website of the Spanish Secretary of State

for Culture collecting news, reports, statistics, guides and publications on Intellectual Property (IP).

- **Watch Know Learn** lists over 35,000 free educational videos in over 4,000 categories providing descriptions and the possibility to comment and rate them.

- **Jonatan Academy** is a project for creating educational videos in Dutch for elementary schools. The videos present on the website concern the basics of Mathematics and Dutch language.

- **Educational Technology and Mobile Learning** is a blog providing users, (students, teachers, managers of educational ICT, etc.) with ideas, tips, guides, tools to better integrate technology into education.

- **Flat World Knowledge** publishes for free online textbooks that teachers can adopt, comment, review, customise, share and students can read and share as well as use study aid tools.

MEDEA News

New MEDEA Association founded

Representatives of 6 organisations, KULeuven and ATiT in Belgium, CSP in Italy, IADT in Ireland, Aunege in France and EITF in Estonia, met in Leuven on 25 September to found the new MEDEA: Media & Learning Association. This association is being established using the Belgian IVZW (Internationale vereniging zonder winstoogmerk) structure which means that it is an international not-for-profit association. Its objective 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 and it will carry the work of the different MEDEA and Media & Learning activities including the annual conference and awards scheme forward. An interim board has been established with Eleonora Pantó from CSP Italy as President, Gerard Casanova from Aunege, France as Treasurer and Mathy Vanbuel from ATiT, Belgium as Secretary. Membership will be launched at the **Media & Learning Conference** in November and the first annual meeting will be held in December 2013.

212 Entries received for annual MEDEA Awards

There was a significant increase in the number of entries received for the MEDEA Awards this year with 212 entries submitted online by organisations or individuals by the deadline of 17 September. This included 26 from Italy, 29 from Greece and a record-breaking 39 from Spain. Over 90 judges are currently busy with the judging process and the finalists will be announced later in October.

MEDEA partners meet in Leuven

Representatives from the 14 organisations in the 13 countries that are partners in the **MEDEA2020** and **MEDEAnet** projects met in Leuven on 24-25 September to assess progress in the two projects and to plan for the coming months. This was the first time partners in each project had a chance to meet one another and it provided a good opportunity to discuss the overall progress of these projects which together are contributing towards the growth of the MEDEA network.

Related Awards Schemes & Events

ICERI2012

On 19-21 November 2012 the 5th International Conference of Education, Research and Innovation (**ICERI2012**) will be held in Madrid (Spain). The general aim of this international forum that is expected to gather more than 700 delegates from 70 different countries is to promote international collaboration in Education and Research in all educational fields and disciplines. Technology in Teaching and Learning, Curriculum Design, Teacher Training and New Trends and Experiences in Education are just some of the conference topics' categories.

The expected public includes, among others, academics, researchers, educators, education advisers and open learning specialists.

Digital Learning Congress takes place in Warsaw on 9 November

Leading experts in the field of conveying and managing digital knowledge in companies from different parts of Europe are taking part in the **Digital Learning Congress** due to take place in the Copernicus Science Centre in Warsaw on 9 November. Participants will discuss how touch technologies, interactive mobile devices, extended reality, gamification and social media are not only changing business communication, but also the approach to conveying and managing knowledge in a firm. Find out how you can take part by visiting the congress **website** (in English).

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