

Media & Learning News Peeragogy Handbook

In [peer learning](#), a particular form of cooperative learning, learners interact with each other to achieve certain educational goals. Generally peer learning presents a level of self-organisation absent from most pedagogical models of teaching and learning. [Peeragogy](#) is a project that "seeks to further empower the worldwide population of self-motivated learners who use digital media". To do this, the website is structured as a living practical guide to online co-learning that includes materials, learning theories and resources that are useful for a successful peer learning experience. Learn more about Peeragogy on the [website](#).



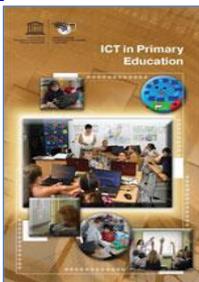
New Physics MOOC with Walter Lewin



Walter Lewin and his MIT colleagues will launch a new course on [edX](#) called [Electricity and Magnetism](#) on 18 February 2013. Walter Lewin is famous for his incredibly popular physics courses recorded at MIT (find them [here](#)): the last ones have had over 11.4 million views. This is a 17-week course which requires students to put in about 9-12 hours per week.

UNESCO study on ICT in primary education

"[ICT in Primary Education - Analytical survey](#)", the first publication of the three-year project "[ICTs in primary education](#)", explores effective integration of up-to-date innovative technologies in primary school. The survey also provides a series of best practices gathered from primary schools across the globe. The project team, set up in 2011 by UNESCO IITE (Institute for Information Technology in Education), includes 9 international UNESCO experts. Their goal is to conduct a long-term study on how ICT is reshaping the teaching and learning processes of children in primary education.



NMC Horizon Report 2013 - Higher education

Despite the fact that the [tenth edition](#) of the NMC Horizon Report - Higher education has only recently been published there have already been more than 23,000 visits to the online publication. NMC (New Media Consortium) is a community aiming to identify and describe emerging technologies likely to have an impact on learning and teaching in education. It predicts the following technologies to be widely adopted: MOOCs and tablet computing on the short-term (less than 12 months); games and gamification and learning analytics on the medium-term (2-3 years); 3D printing and wearable technology on the long-term (4-5 years). The report is free and available [here](#).



Mediaraven to the rescue of Flemish youth (workers) keen on creating digital media

Jeugdwerknet and JAVI.tv have merged to form [Mediaraven](#) vzw, the brand new youth organisation with a passion for digital media. Besides offering five online databases where youth workers can search for games, recipes, rules and laws, jobs and addresses of youth organisations, this



Flemish media organisation informs young people and youth workers about new media, youth and youth work through a new platform [Alles Over Jeugd](#) (All about Youth), the biannual conference [Apestaartjaren](#), and facilitates digital media through websites and hosting, promotional videos, social media training, computer camps for kids, in-company trainings as well as an [online media helpdesk](#).

Featured Articles

First "Creating (simple) educational apps" course in Leuven

By Serge de Beer, LearningTour, The Netherlands

With the growing use of smartphones and tablets in the classroom, more teachers are looking for apps that fit the needs of their students. Unfortunately the apps that you can find in different stores are not always suitable to use with your students. Sometimes the language is not the one that is used in the classroom, or the pedagogical methods don't match your own. Making your own apps, is a good alternative.



Serge de Beer

Although it may sound difficult, 21 teachers from different 12 countries can now tell you that it doesn't have to be more work than to make a complex PowerPoint presentation.

On Monday 4 February the group arrived in the [Irish Institute](#) in Leuven. After a short personal introduction, we started to learn more about the different kinds of apps and the technologies that can be used to develop them. In the afternoon we took a closer look at the educational use of apps.

The next 2 days were used to [design simple educational apps](#), in small groups. Because there were a lot of graphical design skills in the group, the results became more impressive by the hour. Building the functionality was a bigger job, because most of the trainees didn't have experience in creating educational interactivity in a digital environment. Once the trainees understood the specific way of thinking that was required (especially 'if..then..' logics) they made very useful apps. Mathy Vanbuel (ATiT, Belgium) introduced the trainees to the complex world of educational design and gamification. This new knowledge was directly used to make the apps more valuable for educational use.



Another part of the course was a little visit to the future. Technology coach Serge de Beer demonstrated how the Internet of Things could be used in education and showed that digital environments could also be controlled by gesture. He also demonstrated how the trainees could build a simple virtual learning environment.

Finally all the apps that had been created were presented on Friday to a group of guests from the educational community in Leuven. Impressed by the results the guests joined the tranees to discuss the possibilities for apps in education and to make plans for further projects.

In July ATiT and Serge de Beer will organise a [new course](#) in Leuven. Applications for funding from the European Commission are already closed, but there are still places available on this course.

In the viewer's seat: lecture capture as a real-life experience

By Maarten Roos, Lightcurve Films, Portugal



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project [REC:all](#). In this seventh issue we take a closer look at the principles Maarten Roos, planetary scientist and filmmaker, uses to make his recorded lectures as close as possible to the real-life experience.

"In January 2010, I was asked to film and deliver edited versions of all the presentations of a three-day conference entitled "the Cassini-Huygens Project: Huygens legacy and future Titan exploration" held in Barcelona. I accepted the challenge and started planning.



Maarten Roos

At that time I had not filmed presentations before myself, but I had seen filmed presentations on the Internet and generally I was not very impressed by them. Often the sound was of bad quality, the speaker was filmed from far away, sometimes together with the projection screen. Also the editing did not impress me, especially when multiple cameras were used.

I wanted to take a different approach. My main feeling was that the filming and editing of these presentations had to be much closer to filmmaking and less to mechanical recording of an event. I placed myself in the viewer's seat and thought: 'How can I duplicate the sensation of sitting in this meeting room, listening and watching the presenter giving her/his talk?'. Since I am also a scientist, I know exactly what it feels like, so all I had to do was to find a way to translate that experience into a video in the best possible way.

In this article I try to describe the main principles of my concept which I have been fine-tuning over the past three years, having recorded and edited almost 60 presentations.

Capture good sound

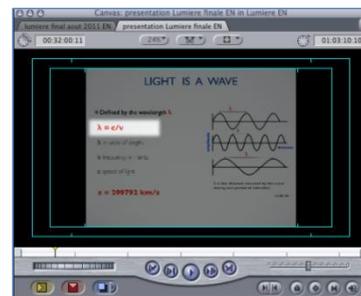
I believe that sound has to be excellent, without excuse. If you have bad sound, the viewer will simply not connect and will lose interest very quickly. Therefore I bought a good quality microphone (Sennheiser radio-mic set), which I have been using with good results. Another thing to keep in mind is that some meeting rooms have excellent sound systems, which can be tapped straight into the camera for even better results.

Intimate shooting

The best place to put your camera is the first row, from there you can get a good shot of the speaker, ranging from close-up to full-shot. I am not interested in the screen and what happens there, as I add this in later during the editing. The speaker, and in particular her/his eyes, need to be seen clearly, this intimate shooting helps to get the viewer really involved.

Listen to what is said

As the presentation goes on I also listen to the content and keep track of what is happening on the screen visually, in this way I can adjust the framing at moments when I am sure that in the edit I will be showing the slide and not the speaker.



It is also important to keep listening, as sometimes a speaker makes an important statement in the middle of a slide. At those moments a more intimate close shot of the speaker tells the viewer that this is important.

Finding the most natural cut

Probably editing is where most of the work takes place. To start with I never show the speaker and the slide at the same time. I believe this does not add any value: as a viewer myself, I either watch the slide or the speaker, never both at the same time. I always cut hard between the image of the speaker and a slide (instead of cross dissolves) as in my opinion this is the most natural and mimics what we actually do with our eyes and brain ourselves.

Directing the viewer's eyes

In the past I simply cut to the slide, but soon I found this boring. After all, in real life the speaker will be literally pointing to the slide with the laser pointer to emphasise what she/he is saying.

I solved this issue with a simple trick: highlighting. As the speaker advances, I highlight the words, phrases, formulae, graphs, etc. that are important at that moment, but without losing the rest of the slide. The viewer's eyes will then be directed to the highlighted area, similar to what happens when the speaker points with a laser pointer. Nevertheless, sometimes slides can be full of information or a very complex graph is shown. In this case, I simply take that graph separately (I retrieve it from the slide show) and show it over the slide in its entirety or zoomed-in.

My basic rule is for the edited version to be as natural as possible, always bearing in mind that I want the viewer to have the feeling that he or she is "in the room" with the presenter. Once I have a first edit, I send it to the



speaker for verification, to make sure I did not make any mistakes in the highlighting or elsewhere. As soon as the verification is done and final adjustments are made, I produce the final video for publication online.

High end result for the best viewing experience

An advantage of this way of producing it that the final result is of high quality. A disadvantage is that it is time-consuming, especially the editing part, which takes me about eight times the length of the presentation. However where lectures are repeated, surely it is worthwhile to invest some time in making a good recording rather than repeatedly capturing the lecture automatically."

To see examples of the techniques described in this article visit the [Vimeo channel](#) of Lightcurve films. Visit also the [Vimeo channel](#) for Lightcurve Film presentations.

Transition to university: The Flying Start Project

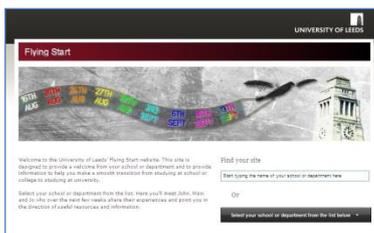
By Carol Elston, Skills@Library, University of Leeds, UK

The transition from school to university is a time when new students need sufficient, quality information so that they know what to expect. One of the ways in which the University of Leeds is helping students to manage the transition to studying at undergraduate level is through a cross-university collaborative project called Flying Start. The project is designed to prepare undergraduate students for the demands of Higher Education by highlighting the value associated with the development of academic skills.



Carol Elston

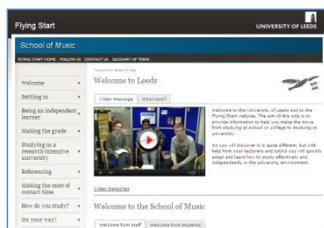
In the UK there is a 4 to 5 week period between students receiving their A-level results and arriving at university; for some students this provides an ideal opportunity for preparation. The Flying Start project aims to make the most of this period by providing an online, interactive resource that highlights the differences between studying at school and at university. By introducing these concepts at transition stage it is hoped that students will perceive the development of academic skills as a way of enhancing their learning strategies and performance rather than as a remedial option part way through their studies.



The content and style of the resource was determined by surveying over 200 current sixth-form students and undergraduates, as well as through exploring good practice elsewhere. The resulting website provides a

generic core of information and activities, supplemented by relevant discipline-specific information. The information was 'drip fed' to the students during the period between A-level results and the start of university with much of the information presented in a student-friendly 'video story' format. Students were made aware of new iterations of the resource through social media.

The website was piloted in 2011 by 11 schools; this was then followed by a university-wide roll-out in 2012 with 34 schools or departments providing information for their students. During the period between exams results and starting at university the website received more than 12,500 visits by over 6,300 unique visitors. Online feedback was received from 200 students on completion of the resource and several focus groups were held following student induction. Feedback has been positive and constructive with almost 100% of those questioned (both students and staff) recommending that we provide a similar resource for new students this coming academic year.



'It made me feel welcome and somewhat prepared before I came which meant the first week was less daunting.' (student feedback)

'I'm looking forward to enhancing the resource next year, and finding ways of heightening uptake and retention in terms of its use.' (staff feedback)

The project is continuing during this academic year with the aim to ensure that all new undergraduate students receive the opportunity to access the website in August 2013. We are currently working to update and improve the content with a further questionnaire planned for late March to ask students about the impact of the website 6 months on.

Further details and project reports can be found [online](#).

"Flying Start" was one of the finalists in the MEDEA Awards 2012 and winner of the Special MEDEA Jury 2012 Prize. To find out more, visit the [Flying Start Showcase](#).

Tools of the Trade Heads up for Video Editing in the Cloud - part 2

By Mathy Vanbuel, ATiT, Belgium

Last month we listed here a growing number of online video editors, editors that don't require installation of any software on your computer, but that allow you to upload your videos to the cloud and edit them there. This month, let's take a closer look at some of them.



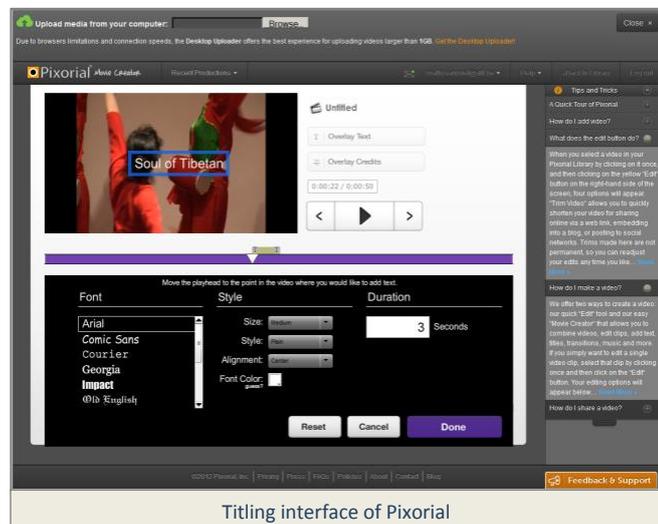
Mathy Vanbuel

The [YouTube Video editor](#) is very popular and easy to use, it lets you make quick edits (trim, combine, make transitions and add effects, etc.) to the videos you uploaded to your own YouTube account, you can add Creative Commons footage and sounds or music that are freely available from YouTube's library and more. It is free and has a highly intuitive interface, you publish directly on YouTube, and it is not intended for producing off-line content so there is no choice of outputs, no need to worry about file formats, but also no flexibility if you want another output. You will find the editor once you are logged on as an option with every clip you have uploaded previously. The finished video will have a new URL of its own.

[Video Toolbox](#) and Audio Expert are two partner web sites on which some basic audio and video treatments can be done, the editing functionalities are not as refined as in YouTube, but for some quick fixes this will help. The interface is a bit awkward and messed up with advertisements. Video Toolbox requires an account but does not adhere strictly to IPR (copyright) rules such as those that YouTube applies. That means that you can edit clips that are directly taken even from copyrighted materials that you can find online, which of course is in most cases illegal and therefore not recommended. For that reason these sites need to be used with care, and because the amount of video that can be stored and edited is limited over time, we only see the advantage of the format converters that the site contains.

[Pixorial](#) looks and feels a lot better and has a much longer list of edit functions, but does not seem to work equally well in all browsers, so it's best to check carefully before you start a big project. You can upload video from your hard disk or directly from a webcam, or send video tapes or other media to Pixorial to have them converted for you to an editable online format (there is an interesting paid service to rescue and digitise your old videotapes, but be careful: recordings on old magnetic tapes may have disappeared over time...). After digitisation your recordings become accessible directly from the same library in Pixorial and can be edited there with other and new materials. Editing in Pixorial's movie creator is similar to editing in most other editors, and allows for the common basic effects and transitions, also with titles and audio. Pixorial is free for all basic services but extension of storage and customised services require

payment. There is an educational section but that is empty, and Pixorial also has apps for iPad and Android devices.



Titling interface of Pixorial

There are several more editors available that allow you to edit in the cloud and which are worth mentioning which I will tell you more about in next month's issue.

Resources of the Month

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

- [Namathis](#) gathers 10,800+ educational free educational videos to help high school and university students in their studies.
- [Amara](#) (former Universal Subtitles) is a community platform that allows users to easily caption and translate videos they produce, by seeking assistance from viewers.
- [Steadycam](#) is an Italian documentation centre of audiovisual resources and a national reference point for those who want to use media for educational purposes.
- [CLEMI](#) has been responsible for media education across the French educational system since 1983. Its mission is to teach media practice to students.
- [ONAIR: "Let's Discover What's Behind News"](#) is a new pedagogical kit by ActiveWatch aimed at secondary school pupils.



MEDEA News

First themes for Media & Learning Conference

The Media & Learning Conference takes place on 12-13 December 2013 in the Flemish Ministry of Education and Training and the re-launched website for the 2013 conference will be available shortly. The call for ideas

will be launched at the end of February with a closing date on 1 June. The programme this year will feature dedicated sessions and discussions addressing topics that include Media training for Teachers, E-Safety, and Film and Image education. The full list of themes will be available on the conference [website](#).

Related Awards Schemes & Events

Web2LLP course: social media for European projects managers

On 18-23 February 2013, the [Web2LLP](#) will run a 5-day intensive training course on enhancing European projects through the use of social media. This [course](#) is aimed at European project managers and participants and will take place in Leuven, Belgium. It will deal with the use of social media as part of an effective web strategy for dissemination activities. The provided materials, including handbooks, video interviews and online resources, have been designed specifically for the audience involved. A series of online modules on the same topic in English, French and Italian will be made available in spring. Find out more on the project [website](#) and stay up to date via [Twitter](#).



altc2013 – Call for abstract

The 2013 conference of the Association for Learning Technology (ALT), "[Building new cultures of learning](#)", will take place on 10-12 September 2013 in Nottingham, England. Among the main topics this year are OER, MOOCs, crowd-sourcing, collaboration, global competition, big data, etc. The call for abstracts is now open and will close at midnight GMT on Sunday 24 February 2013. Accepted abstracts will appear online before the conference and be hosted in ALT's online repository after the conference. The Twitter hashtag is #altc2013.



eLmL 2013 conference in Nice, France

[eLmL 2013](#), the fifth international conference on mobile, hybrid, and on-line learning, will take place from 24 February to 1 March 2013 in Nice, France. It is dedicated to educators, eLearning experts, and students to exchange their ideas, experiences and lessons learnt in different facets of modern learning. The conference will focus on the latest trends in e-learning and also on the latest IT technology alternatives that are poised to become mainstream strategies in the near future and will influence the e-learning environment. Find out more on the [website](#).

DIVERSE 2013 opens call for papers

The 13th edition of the DIVERSE conference will be held at the University of Osnabruck, Germany on 26-28 June 2013. The conference is aimed at people interested in embedding video and video communication (conferencing) technologies within educational practice. The call for papers is now open, deadline 15 March 2013. Have a look at [this page](#) to see a complete list of topics and requirements for submission of papers.



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