

Media & Learning News Learning on Screen Awards 2013

The BUFVC (British Universities Film and Video Council) held its 2013 Learning on Screen Awards Ceremony at the BFI Southbank, London on Thursday 18 April 2013. This year the competition received over 100 entries. These awards are open to broadcast, non-broadcast and multimedia entries, from broadcasters, production companies, education providers and museum personnel and anyone else producing educational media (broadcast, non-broadcast & multimedia). Winners of the Learning on Screen Awards 2013 included: The Curzon Memories App (University of the West of England, Bristol) that received the General Education Multimedia Award and the "Celebrating Dickens Documentary" which received the Learning on Screen Education In-House Production Award 2013. For further information visit the [Learning on Screen webpage](#).



Developing documentaries in schools: a popular and productive workshop



The [MEDEAnet](#) workshop "Developing Documentaries in schools" was organised on 5-7 April 2013 in Athens by [Educational Radiotelevision](#), and brought together Greek primary and secondary teachers who already have prior experience in video production.

Lead speaker was the Film director and Media educator, [Maria Leonida](#). She focused on methodologies related to documentary, exploring how various tools and resources can be used to enhance creativity in schools and finally understanding how documentary can be a multimodal, effective, informative and expressive medium. Watch a [video](#) from the workshop or find more information on the [website](#).

Three challenges to connect online educational resources



"Veni, vidi, vici" (I came, I saw, I won), the famous three words by Julius Caesar are the names of the three [LinkedUp Challenges](#) that

aim at finding ways to link and mash up educational linked and open data to provide new applications and services for open and distance education. To support the challenge, the LinkedUp network is collecting and [cataloguing](#) data explicitly related to education, as well as related data that may be relevant, as well as providing a search service. Already started in March, the first challenge, "Veni", promotes the innovative use of linked and open data in an educational context. The submission deadline is 27 June and you can find out more about participation and prizes on the [website](#).

Integrating augmented reality in education

[Aumenta.me 2013](#), a one-day conference about the integration of augmented reality (AR) in education, was held on 20 April in the ["Ciudad Politécnica de la Innovación"](#), the scientific park of the Polytechnic University of Valencia (UPV), Spain. Leading experts in the field presented the latest developments and applications of AR in education. Conference sessions were complemented by the presentation of different AR works by



high school and college students and by a series of workshops where attendees made their own AR creations.

Flemish broadcaster VRT and Ministry of Education Canon Cultuurcel present Ingebeeld

On Thursday 25 April, VRT and CANON Cultuurcel presented their common and individual approaches to media literacy and education. Philippe Van Meerbeek unfolded the many strategic initiatives that VRT is deploying to support the development of media wisdom at all ages. An Feyfer from CANON Cultuurcel presented various initiatives that fit in the year of commemoration of WWI, a number of small-scale school projects and productions, in some cases in collaboration with VRT, that demonstrate how media literacy education focuses on being active (create yourself), being critical and being aware. Inspiring examples can be found on <http://ingebeeld.be/>

Shift in dates for DIVERSE Conference

The 2013 DIVERSE conference is taking place in Osnabruck, Germany from on 24-26 June. The reason for the shift in dates is to ensure this event coincides with the bi-annual gathering of the Opencast Community. This conference will bring together the DIVERSE community of educational video practitioners and enthusiasts with the Opencast community working with the open source video management system Matterhorn. Find out more from the conference [website](#).



Featured Articles

Join the new Media & Learning Association!

By Sally Reynolds, ATIT, Belgium

The Media & Learning Association aims 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 is an international not-for-profit association set up to support the community of stakeholders, policy-makers and practitioners that has grown around the annual MEDEA Awards and Media & Learning Conference as well as associated channels and activities



Sally Reynolds

including this newsletter and the workshops and webinars organised in the context of the MEDEA:eu, MEDEA2020 and MEDEAnet European projects.

In the future, this new association will be responsible for the organisation and management of the annual Media & Learning Conference, the MEDEA Awards and other related projects and initiatives.

Association members will be able to access the following services:

The [Workshop Bureau](#) - providing information about experienced trainers available to lead workshops and training events on different media and learning related topics. Use of this service will include access to sample workshop programmes as well as information about the type of training that can be provided, language options, duration and technical requirements. Currently providing information about workshops on the creation and use of video for teaching and learning; educational apps; combining music and interactive technology; and the use of documentary for teaching, this service will be extended to include information on 25 topics by the end of 2013.

The **Communications service** - providing members with preferential access to this newsletter currently distributed to almost 10,000 email addresses. Most of those addressed in the newsletter are based in Europe and the readership includes a significant number of stakeholder and decision-makers as well as practitioners. Members can also access the Media & Learning webinar service which provides them with both an advisory service on how to successfully set up and use webinars for teaching and learning purposes as well as usage of the service itself.

The **Project Facilitation and Knowledge Sharing service** - provides members with regular updates on potential funding opportunities including those offered by the European Commission as well as private funding schemes. This service also provides access to information about members and their specialist interests and resources and will offer partner finding and matching services related to specific relevant funding opportunities. It will provide access to a database containing information about the more than 700 entrants to the MEDEA Awards since its inauguration in 2008 which will be available in summer 2013. This database provides information about specialist centres of expertise all over Europe, pockets of innovative practice and experienced practitioners.

The **Annual conference** - since it started in 2010, the annual Media & Learning Conference has established itself as the largest and most influential conference of its type dedicated to the topic of media supported learning.



Attracting up to 300 stakeholders and practitioners, this conference provides a significant opportunity to share knowledge and experience, develop your network and be inspired in how best to use media to really enhance teaching and learning. Members of the

association can benefit through reduced conference fees and priority access to information stands and demonstration spaces at the conference.

The founding members of this new association are:

- Eleonora Panto (President), CSP, Italy
- Mathy Vanbuel (Secretary), ATIT, Belgium
- Gerard Casanova (Treasurer), AUNEGE, France
- Bernard Mullarkey, Dun Laoghaire Institute of Art, Design and Technology (IADT), Ireland
- Ene Koitla, Estonian Information Technology Foundation
- Wim Van Petegem, Teaching and Learning Department, KU Leuven, Belgium

The annual membership subscription has been set at €500. In 2013 as part of the launch of the new association, a combined membership and conference fee is offered, for €600 you can pay both the annual membership fee and the cost of registering one person for the conference.

To find out more, visit the association website [here](#) if you would like to contact the association secretariat directly, please email to info@association.media-and-learning.eu.

"Quand la colère fait tomber les masques"

By Philippe Jacquinot, Université Evry Val d'Essonne, France
Arnaud Pellissier-Tanon, Université Paris 1 Panthéon Sorbonne, France

In the heart of Paris stands the university of Paris 1 Panthéon-Sorbonne, with its 36,000 students. The university offers majors in many subjects, including business management. This major includes a course in business' ethics,

which 240 students take during the first year of their business management Masters' program. The class is spread over 39 lecture hours. This Masters' curriculum provides both encyclopaedic and technical knowledge to its



Philippe Jacquinot



Arnaud Pellissier-Tanon

students. They are well-versed in optimal economics calculations but can lack knowledge of their own behaviour. They often feel the need to **better understand themselves and to better understand how the professional world works**. Many seek answers to questions pertaining to the business world: where to apply for a job, for which career opportunities? Their thirst for knowledge goes even deeper; they want to know which values they are meant to follow and how to lead their lives.

One of our concerns is to find ways to increase our students' maturity, thus enabling them to better take control of their future careers. It is essential for them not to lose contact with everyday life, not only of their own lives – they will be asked to work on their self-awareness – but also of others' – in this case, they will take advantage of other people's return-on-experiences. Technically, when sitting in a lecture hall, students listen to conferences held by professionals, they **analyse case studies**, more precisely they analyse **return-on-experiences**, but the fact is that they remain within a lecture hall. How to increase practical knowledge when you are sitting in a classroom?

In our case, **multimedia** - more precisely film making - met our expectations. A film draws attention easily, without straining students' concentration. When they watch a film they focus on it. The risk of their attention waning is reduced, unlike if they were reading a document. Above all, using a film answers a lot of questions regarding our **pedagogical intent**: just like in real life, it addresses people's sensitivity, it brings forth non-verbal communication, asks of people a better attention to detail so that they can decipher what they are seeing on screen, thus fostering maturity.

Let's take the example of *Quand la colère fait tomber les masques*; Sonia, the main character, tells the audience about her own experience pertaining to human relations within the business world and focuses on a keen sense of betrayal. Her testimonial is a **striking example** of what organizational



behavior theory has termed "the Churchill effect", **interpersonal injustice**: whenever people have to take a difficult decision, they tend to fear and worry about emotional contagion. As a consequence, they distance themselves from the problem at hand and, by

extension, from the people involved. They avoid any type of confrontation. They seem to be indifferent when they are, in reality, anything but.

The story is filled with emotions and passions of all kinds: duplicity, betrayal, fear, anger, vengeance, hatred... It introduces diversified careers and experiences and a collective thinking meant to disturb. It is a sensitive illustration of individual rebellions and of the social conflicts that ensue. It comes down to the students to take advantage of this testimonial and to teachers to help them figure out solutions applicable to such cases.

A case study on lecture capture: the “on-line course on rabbit production”

By Salvador Calvet, Universitat Politècnica de Valencia, Spain



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project REC:all. In this issue Salvador Calvet describes a [complete online course on rabbit production](#) managed by the Universitat Politècnica de Valencia

(Spain), which is being analysed as a case study for the REC:all project.

An innovative approach for an on-line course

His retirement was near, but at the age of 68 Julio Fernandez took the initiative to create a completely online course on rabbit production, the first one with those characteristics offered by [the Universitat Politècnica de Valencia \(UPV\)](#). The idea was to use all the possibilities of the Sakai platform to bring together the most outstanding researchers on this topic and prepare a course, which could be delivered to potential students in Spain and Latin America. Julio is now retired, but this course is now in its 7th edition and has become a reference course in the UPV and also in [the Sakai platform](#), being given an award during the Sakai conference held in Paris in 2008.



Salvador Calvet

Objectives and structure

Rabbit production is a relevant livestock production in some countries in the Mediterranean area, South America and China. The course is structured to deal with the main aspects of this production and is addressed mainly to producers and professionals, but also other audiences.

This is an annual, entirely online course offering 18 ECTS, which integrates several lectures captured throughout the program, using the Sakai platform “PoliformaT” in the UPV. The course is structured in 51 units where different [recorded lecture](#) are available for students. The units are open or closed according to a previously established calendar, and the course lasts about six months, from December to May.

How are lectures captured?

There are two types of captures; knowledge clips and lecture captures. For each of the 51 units, one or two knowledge clips were prepared. The

knowledge clips are video lectures prepared in the studios of the UPV. Each video lasts from 7 to 12 minutes, and focuses on the main aspects of each topic. These clips are either more theoretical or practical depending on the lesson. Additional

information is also available for the students in each unit. Additionally, a total of 10 trending themes are selected during the course and these are the subject of live web lectures which allow for interaction with students. These lectures are run using Adobe Connect. Specialists in the topic revise the main concerns and challenges of rabbit production; students can share their opinions and raise questions or issues about the contents of the lecture.

Other practical aspects

One of the main concerns arising from the first edition of this course was the lack of personal contact throughout the course. For this reason, the interactive

lectures already described were set up. Although students are automatically evaluated by means of specific tests in each unit, personal contact seems essential to reinforce some practical concepts and for this reason, a practical module in the UPV facilities is also offered every two years.

On 8 May REC:all will organise a webinar where this and a second case study (from University College London) will be presented in more detail. More information about the webinar can be found [here](#).

Toolkit – Digital & Media Literacy Education

By Maria Ranieri, University of Florence, Italy

In industrialised countries, the Internet has increasingly become embedded in everyday life: from the purchase of a train ticket to the consultation of a bibliographical catalogue, the Net can be seen today as an “invisible technology”. In addition, the growth of the Internet at home and school has generated a particular group of users, i.e. children and teenagers, and this has led to a debate about the impact of the media on new generations. On the one hand, there are those who think that new technologies are inherently negative, so they concentrate on the risks to which young people – seen as vulnerable and passive – are exposed. On the other hand, there are those who attribute to media an inherently positive role and the emphasis is moved towards the delay of formal education in adapting themselves to the new demands of the digital era. The *Toolkit – Digital & Media Literacy Education* attempts to go beyond these opposite visions. In line with recent developments of Media Education, which today is more oriented towards empowerment than protection, it suggests looking at the Internet taking into consideration both the risks and the opportunities, and to pay attention to the role that education can play in promoting a critical and creative use of digital media.



Maria Ranieri



The *Toolkit* was developed as part of the [Virtual Stages Against Violence \(VSAV\)](#) project which was financed by the Daphne III programme with the aim of empowering young people through the development of media critical awareness and media literacy skills. Under the coordination of [CESIE](#) several actions have been implemented in each participating country (Italy, Germany, Romania, UK). Among them, the *Toolkit* was created with the purpose of offering to teachers and educators a series of learning units on digital media to be used in daily teaching activities. In particular, five key issues were considered: 1) *participation*: web 2.0 is connected to new technologies’ participative potential and needs to be matched with experience, skills and knowledge for digital citizenship; 2) *credibility*: online communication has simplified access to and dissemination of information, posing issues related to source reliability and content selection; 3) *identity*: the need for the development of a self-reflective ability to avoid narcissism and egocentricity which can develop in online, interactive environments; 4) *privacy*: managing and safeguarding personal sensitive data is essential, in a time when online sharing is a key issue; 5) *creativity*: the spread of digital technologies allows people to release or edit contents, for example through the practice of *remix*, which demands a reflection about authorship and free movement of knowledge.

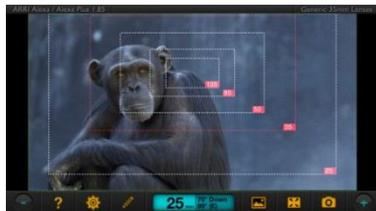


Each theme has been developed into a learning unit including three classroom activities and all the instructions and materials required to implement them. The *Toolkit* contains also additional contents on key concepts specifically addressing the teachers, and grids for students' self-assessment.

Moreover, each learning unit ends with a section titled "*The Big Brain: Learning to Play, Learning while Playing*", which proposes a final synthesis activity based on an online game. The *Toolkit* is freely available for download at <http://virtualstages.eu/it/download>.

Make smartphone videos like a pro Artemis Director's Viewfinder

Artemis is a digital director's viewfinder app for iPhone, iPad and Android. This is a very useful tool when you are doing location scouting for a production. Artemis uses the camera in the smartphone to simulate lens views that you can achieve in the location, based on the type of lens, camera and video format you are planning to use. So no need to take your camera when you are doing some location scouting, just use this app and you will immediately see if the shots you have in mind will work on video or not.



The app works with many different formats ranging from Standard and Super 16mm film to various Digital Video formats and even DSLRs like Canon 5D and 7D. It's not as cheap as using a digital photo camera but if you are a director or camera person that wants to plan every shot carefully well beforehand at the stage of the storyboard, this can be a very valuable tool. (iOS and Android)

Resources of the Month

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

- [Europeana](#) is an online portal providing access to over 19 million objects from European libraries, museums, archives, galleries, and audio-visual collections.
- [Wideo](#) is a web-based platform to easily create, edit and share videos for free, which also allows making one's own voiceover explanations.
- [The Internet Archive](#) is a vast non-profit digital library offering permanent access to over 7 million videos, audios, texts, concerts, grouped in historical collections that exist in digital format.
- [www.bilderpool.at](#) contains more than 20.000 creative commons licenced pictures and is available in German. Teachers can also contribute images themselves.
- [Digitale Kompetenzen](#) collects a large number of activities and Moodle courses in German to train students' digital competences with an emphasis on multiple uses of ICT.



MEDEA News

MEDEAnet partners meet in Bucharest

All 8 partners in the [MEDEAnet](#) partnership supporting the development of the Media & Learning network met in Bucharest on 23-24 April for an appraisal and planning meeting. Hosted by the Romanian partner, the NGO [ActiveWatch](#), this meeting focused on how to facilitate the steady growth of the network and plans for the coming 6 months. Partners' workshop and webinar plans and the preparation of the 2012 report on the status of media education and media literacy in partners' countries occupied much of the discussion along with discussions about the launch of the new Media & Learning Association.

Entries welcome to the MEDEA Awards 2013

The MEDEA Awards site has been updated and is ready to go to receive your entries in English, French, Polish, Italian, Spanish or German. This year there are 2 main awards, the MEDEA Award for User-Generated Educational Media 2013 and the MEDEA Award for Professionally Produced Educational Media 2013. Two other prizes will be given, the Special Prize for European Collaboration in the creation of Educational Media 2013 and the Special Prize for Promoting EU Citizenship 2013. The judges may also, at their discretion, present a special award to an approach or production in recognition of exceptional innovation in pedagogic or technical design. Enter [now!](#)

Related Awards Schemes & Events The Future of Digital Resources

The European and international Conference LINQ 2013 will take place on 16 – 17 May 2013 in the Global Headquarters of United Nations' organization Food and Agriculture Organization (FAO) in Rome, Italy. Experts, practitioners and interested stakeholders in the fields of lifelong learning, education and training from all over the world will take part in the conference trying to answer the question "What is the Future of Digital Resources for Learning & Teaching?". It is still possible to register for the conference, deadline on 8 May. Visit the website to read the programme and find out more.



Congress on new literacies in Portugal

The second congress for Literacy, Media and Citizenship ([2.º Congresso Nacional Literacia, Media e Cidadania](#)) is an international event taking place in Lisbon on 10-11 May 2013, organised by the Portuguese UNESCO commission in collaboration with several other [national offices](#). The congress is aimed at teachers, researchers, professionals and policy makers in the area of media and media literacy and its objective is to bring media literacy and citizen training to the public agenda, promoting the subsequent definition and implementation of coherent policies for literacy and media education.

The event will focus on many different aspects of media, film and information literacy, on their use, analysis, technologies and contexts.

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>