



## Media & Learning News

### BBC Media Literacy Strategy



This month sees the publication of a new BBC Media Literacy strategy which outlines the BBC's approach to helping people develop a wide range of media literacy skills.

The strategy acknowledges that helping people develop the skills to better use, understand and create media is critical if people are to fully engage with and enjoy the benefits of emerging media and communications technologies. This includes being able to use new technology, find and navigate information, engage critically with content, understand the context, manage any risks and create new content.

Several overarching objectives are outlined in the strategy which will be achieved through a combination of:

- long-term editorial work-streams;
- an online media literacy content strategy; and
- working in partnership with key internal and external partners

The strategy can be accessed at this [link](#).

### 8 out of 10 say EU projects aid innovation in classroom



More than eight in ten people involved in EU-funded initiatives, aimed at encouraging innovative teaching methods and improved learning materials for children, say the scheme had a positive and lasting impact. The

projects were funded through the EU's Comenius scheme, which supports a range of activities, from school partnerships to teacher training and the eTwinning school network. The study found that the most positive impact was on individuals directly involved in projects, who said that it broadened their views, increased access to best practice and innovation, and improved their professional skills in ICT, languages and management. You can find more information on the [website](#).

### GENIUS - plagiarism or creativity: teaching Innovation versus Stealing



Thanks to the increased level of Internet use and the increasingly widespread availability of information technology among young

students, it is becoming more and more difficult for teachers to prevent plagiarism. Plagiarism at school has always existed, but the background and the dynamics of how it manifests itself nowadays are definitely changing. GENIUS is a two year European project aimed at strengthening students' transversal skills. It provides innovative and attractive learning pathways either for teachers or students and aims to support key employability skills acquisition related to digital fluency. Online courses for teachers and students are freely available in the GENIUS Platform which covers topics like spotting plagiarism, citing, copyright, essential didactic creative tools, developing information literacy and the rationale of a School Code of Honour. These courses are available in English, Italian, Spanish, Romanian, Portuguese, Turkish and Greek. To join the course, visit the [project website](#).

### I tell you a story

The project "[Ti racconto una fiaba](#)" (I tell you a story) aims to make a wide collection of tales and fables in Italian available on the Web. Despite the fact that the project only started in the beginning of April 2013, the website already contains more than 1,500 tales in text or multimedia formats either of classic origin or submitted by teachers and parents. In this project, tales are considered in their pedagogical role as a "container of reality" (in the words of the famous author Italo Calvino). The website, also [available in English](#), already contains a collection of about 60 tales in English. Visit also the [Facebook page](#).



### Google Play for Education

Google has released a new education programme called 'Google Play for Education' that teachers can use to help them organise, manage and share apps, books, and other learning content with their classes. The new programme is scheduled to launch this autumn and it aims to simplify content searching for schools. One of Google's aims in this project is to simplify sharing content with the students in their classroom. Currently, making sure that each student has the right apps on their device can be a pain, especially if an app needs to be purchased for every device. One of the advantages of Google's new product is the fact that it enables administrators to distribute applications to their entire team. For more information visit the following [page](#).



### Film literacy - an important subset of media literacy

The European Commission has published a [tender](#) for a European-scale experts' study on showing films and other audiovisual content in European schools. To support policy development in this field, the European Commission is in need of more information on the current state of educational use of audiovisual content in schools throughout Europe. The Commission therefore seeks assistance in the form of a report mapping obstacles and good practices within the field. The estimated value of the tender is 300.000 Euros. The deadline is 30 June.



## Featured Articles

### The School Lab project: Communicating Science

*Sofia Papadimitriou, EduTV - Ministry of Education, Greece*

School Lab is an innovative online platform and competition for the creation and exchange of scientific ideas by students, their teachers, and researchers. The [School Lab project](#) is organised by The [British Council](#) in Greece and [Educational Radiotelevision](#) - Ministry of Education of Greece and [Sci-Co](#).



Sofia Papadimitriou

Students from Fifth Grade up to Junior High were invited to participate in the competition by first setting themselves up in groups of 2-4 class





members. Then, they picked a scientific subject that they found attractive, carried out some research into it, and found an interesting way to present it in a 3-5 minute video. The video had to be made in such a way that it could be understood by a general audience whilst communicating a scientific subject in a simple, innovative, and fun way! School Lab aims at helping students to:

- Comprehend fascinating scientific challenges
- Develop a critical and thought-provoking mind-set through innovative and creative activities
- Enhance their confidence and skills so they can present their ideas to a wide audience
- Value upcoming scientists as role models

The subject focus for School Lab during the 2012-2013 school year was EARTH! In particular the categories were:

- The history of our planet
- Human beings and the environment
- Minerals are everywhere
- Technology in the past, present, and the future

All of the students were guided by a group of mentors who are young, talented scientists who have been finalists in the Famelab contest for the Communication of Science. Famelab was created at the Cheltenham Festival and is organised every year by the British Council in more than 20 countries. All mentors acted as guides throughout the duration of the programme and visited schools in Greece's main cities (Athens, Thessaloniki). Students, with the assistance of the mentors developed their subject while being exposed to scientific research methods.

Participation in this second School Lab (2012-2013) greatly surpassed last year's performance involving 73 schools, 235 teams, 729 schoolmates, 93 teachers and 50 cities. Furthermore, the web site recorded 7,210 visits, 513,589 "hits" per month on average and 763,918 "hits" on the website in May, the month when the finals took place.

Students presented their subject in any way they wished. Their videos included one or more experiments, a short play, a poem, a song or something completely different. They presented their ideas in highly innovative and creative ways and really captivated the audience!

The winners presented their work at the "Open Innovation Day in Class" that took place on 12 May 2013 at the [Gaia Centre of the Goulandris Natural History Museum](#). The Jury Committee consisted of well-known scientific, educational, and cultural figures and had a tough time selecting the best 10 videos. The winners' prizes were gifts related to earth, minerals and technology. First prize this year was an educational trip to the island Milos!

You can see the video showcases of the 2013 results [here](#) and photos of the awards ceremony [here](#).

### Doing Lecture Recordings Well – Part 1

By Chan Lay Kock, Chua Chet Siew & Daniel Tan, Centre for Excellence for Learning & Teaching, Nanyang Technological University, Singapore



This article is part of our dedicated series on lecture capture provided by the [Lifelong Learning project REC:all](#). In this issue together with Chan Lay Kock, Chua Chet Siew and Daniel Tan we take a closer look at the implementation of lecture

capture at the [Nanyang Technological University](#) in Singapore.

Nanyang Technological University (NTU) is a research-intensive university with globally acknowledged strengths in science and engineering. Today, NTU has four colleges with 12 schools, and four autonomous entities which provide a high-quality global education to more than 33,500 undergraduate and postgraduate students.



Daniel Tan

In 2002, with the rapid growth in the adoption of eLearning by faculty and students, measures were taken to "humanize" eLearning to prevent web-based learning from becoming static page-turners. To bridge the use of presentation slides by the majority of faculty, the design of a format was established that synchronized 'talking-head' learning video with slide presentations.

At the start of the initiative, the recording of a learning video typically involved one to two student helpers on-site locally at the lecture theatre (LT) to operate a video camera to capture the presenter and synchronize the video with the presentation slides on a PC. Once recorded, the video lectures were published online within ten minutes for students to review. The quick availability and accessibility of these recorded lectures was appreciated by students, making this initiative an instant success. However, the constraint of needing a small army of student helpers to record lectures on-site coupled with the challenges of managing the helpers' punctuality, absenteeism and quality control of recorded videos have limited the number of lectures being recorded to less than 25% of all lectures in the 40 LTs.

The unparalleled success on the early initiative to record live lectures eventually evolved to a campus-wide service in 2010. The current Centralized Command Center for Lecture Recording (CCCLR) approach which enables the monitoring and recording of the video lectures at all 40 LTs remotely from a centralized location was conceived. The rationale for this approach was 3-fold:

- a) Supervision of lecture recording to ensure high-quality video recordings. Under the watchful eyes of a supervisor, the quality of the recordings can be monitored and generally ensured.
- b) Management of "no recording" situation due to student helpers' absenteeism; students in attendance can be re-assigned to cover additional stations;
- c) Reduction of cost of student helpers: previously, 2 students were engaged per LT location per video recording. Under this CCCLR, one student can monitor 4 LTs recordings simultaneously.



In the first year of the CCCLR implementation (Academic Year 2010/11 Semester I and II), over 15,000 hours of lectures were recorded. This was a 300% increase year-on-year under the local manual LT recording mode, and at significantly reduced cost. The quality of the video lecture has also improved with the use of a LCD screen in the LT which acts as a teleprompter as it is installed next to a tracking video camera focusing on the lecturer. As the lecturer looks at the teleprompter, the camera captures a frontal facial shot, ensuring good eye contact. This creates for

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With the support of the Lifelong Learning Programme (LLP) of the European Union



the students a sense of the lecturer's presence. When students view the recording, they sense the lecturer talking to them directly (versus impersonally from a machine). This results in a higher level of student's cognitive and emotional "connection" when reviewing the recorded video lectures.

Next month, in part 2 of this article, we will learn more about the semi-automated model NTU now has in place to record lectures as efficiently and effectively as possible. More information about the REC:all project can be found [here](#). The next REC:all webinar "[Capturing Estonia - One for All](#)" will be held on 11 June, 15:00 CET. In this webinar Marko Puusaar, IT Project Manager in the Innovation Centre for Digital Education (ICDE), will describe how his unit managed to implement lecture capture systems (based on Echo360 technology) on a large scale in Estonia.

### Schoolovision Project

*Michael Purves, Yester Primary School, Scotland, UK*

[Schoolovision](#) is an international educational, primary schools' project, involving at present 38 countries from around Europe and beyond, from Iceland in the north-west, to as far south and east as Israel and Azerbaijan. The project is based on the concept of the annual Eurovision Song Contest (ESC), and the timing of the project coincides exactly with the ESC, so that the climax of Schoolovision occurs each year the day before Eurovision is hosted.



Michael Purves

The project was created in early 2009 by Scottish teacher Michael Purves, as a way of teaching his pupils about Europe in a manner that would let them see the continent in a different perspective: through music and innovative use of ICT.

Schoolovision allows for creative and innovative use of media in a number of different ways. Firstly, each country has the chance to work collaboratively in whichever way suits themselves, in order to either choose an existing song to sing, or to create a song of their own. Several countries prefer to take this second route, and indeed the overall winners of the contest in 2012, and again this year in 2013 composed their songs either themselves, or with help from adults. Once the song has been chosen, pupils need to work with their teachers to not only practice and perfect the song, but also to create a snappy video production, in order to make the entry look as attractive as possible to the viewers - the pupils in all the other countries, and also to hopefully present a little about their own country and culture - which serve as powerful discussion and learning tools in all the classrooms across Europe that view the entries on the project blog.

Pupils learn about a number of things as well as collaboration- namely about deadlines, about editing video, about the media itself, as many countries in each edition of the project are followed closely by the local press and TV, who are keen to present stories relating to the real Eurovision Song Contest in the run up to the deadline date, a week before the ESC.

Finally, the project is concluded with an innovative online vote, as in the real ESC, using the webconferencing tool FlashMeeting, where the participants come together to give



their votes live to each other, to determine who wins the trophy presented each year to the winners. In 2012, the winner was [Norway](#), with a beautiful song created by the students themselves, which captivated audiences right across the continent.

So far this project has won several international education awards in its first year, and through this, and through the fact that the Belgian partner in Schoolovision, Dave Schrauwen had already submitted a winning entry to the MEDEA Awards in 2011 with his wonderful [European Chain Reaction](#) project, it was decided by Michael and co-promoter in the project, Steffen Töppler from Germany, that it would be appropriate to enter the Schoolovision project into the 2012 MEDEA Awards.

At the 2012 MEDEA Awards, Schoolovision was awarded with the "Audience Favourite Prize" which was collected by German partner, Steffen Töppler.

See more of the project, including all editions, at [schoolovision.eu](#) and view the [showcase](#) including an interview with Steffen Töppler.

### Make smartphone videos like a pro

#### Almost DSLR - making the most of your digital camera

The 'Almost DSLR' app is one of the most popular video recording apps for the iPhone as it offers many different ways to set up and control your camera. Its very simple yet complete interface allows for adjusting or locking focus, white balance, frame rate and exposure, and in that way giving full control over the quality of the recordings. It compares to [Filmic Pro](#), which was reviewed in our January issue, but with the advantage that besides video, it also handles still photos in the same way. A self-timer in Almost DSLR completes the package. Filmic Pro has the advantage of more elaborate video controls and a somewhat more user-friendly interface, while Almost DSLR has the advantage of offering a free version, if you do not mind the ads. For more information visit this [page](#). (Only for iOS).



### Resources of the Month

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

- [Weavly](#) is a free and easy-to-use video and music mixing browser app. It provides a simple drag-and-drop interface that allows users to search for and combine tracks
- The [MIT Video](#) website aggregates and curates more than 12,000 videos produced by the Institute's offices, laboratories, centres and administration.
- The [LibriVox](#) is a project which aims at making all books in the public domain available online, for free, in audio format (mostly as podcasts).





- [DocsTeach](#) brings together more than 3,000 primary sources and seven online activities, each designed to reinforce specific historical thinking skills.



- [WatchKnowLearn](#) lists free educational videos. It contains over 50,000 videos divided in over 5,000 categories covering all major educational topics from elementary to secondary schools.



## MEDEA News

### MEDEAnet webinar on Creative Commons Licensing proved popular among teachers



The [MEDEAnet](#) partners organised a one hour webinar on 6 June 2013 aimed at helping teachers and trainers better understand Creative Commons. During this webinar Billy Meinke, an international expert with Creative Commons in the US, provided the 35 participants with insights into what it means to use licensed materials and to develop licensed materials. You can view the presentations that were given and a recording of the session [here](#).

### First line-up of keynote speakers for this year's Media & Learning Conference announced.



Speakers include Film Director Baroness Beeban Kidron, co-founder of the education charity FILMCLUB, the largest cultural programme in UK schools; Prof.

Renee Hobbs, an internationally recognised authority on digital and media literacy education; Dr. Sian Bayne, whose research is focused on the many ways in which the digital revolution changes and challenges education; and Aidan Chambers, well-known British author of children's and young-adult novels who is exploring the effect an increased use of ICT is having on storytelling. The main theme for the conference is Media Education and Literacy: Equipping Learners for Open, Creative Learning Futures. This theme is at the heart of what will be a unique conference programme exploring the role of creativity and innovation in education and training against the backdrop of dramatic change in how, where and what learners learn. [Registration](#) for the Media & Learning Conference is now open.

## Related Awards Schemes & Events

### EDEN - The Joy of Learning



The EDEN Annual Conference is one of the most important conferences about E-learning, and open and distance education in Europe for academics and professionals. This year it will

take place on 12-15 June in Oslo, Norway and will focus on how to make learning a thrilling experience for learners, on sharing progressive concepts, inventive solutions, and promoting joined-up-thinking and collaboration. For more information visit the conference [website](#).

### DIVERSE Conference in Osnabruck - Video in education

[DIVERSE](#) is an important event for anyone interested in the topic of video and videoconferencing in education. Topics discussed include the convergence of different technologies; the emergence of new possibilities such as "presence production" for learning, interactive television, virtual reality and computer games techniques, and handheld access to moving images. 2013 DIVERSE conference will be in Osnabruck (Germany) from June 24-26.



### 7th International Conference in Open and Distance Learning



The [7th International Conference in Open and Distance Learning](#) (ICODL) will take place on 8 to 10 November 2013 at [Ellinogermaniki Agogi](#), Athens, Greece. Proposals to submit papers related to the conference themes are welcome in either Greek and English. The deadline for the submission of papers is June 30th 2013.

### Deadline for FÍS Film Festival on 27 June

The annual FÍS Film Festival provides an opportunity for pupils in Irish primary schools to submit short educational animations, documentaries and dramas. Twenty-four schools will be shortlisted and invited to Dublin for the FÍS Film Festival later in the year where awards are presented in various categories. As well as providing an archive about previous winners, the FÍS Film Festival website also provides access to several useful resources. Find out more from the festival [website](#).



### Submit entries for PLURAL+ Youth Video Festival

[PLURAL+ Youth Video Festival](#) is a youth-produced video festival which encourages young people to explore migration, diversity and social inclusion, and to share their creative vision with the world. It is a joint initiative between the United Nations Alliance of Civilizations and the International Organization for Migration. Deadline for submitting entries is 30 June 2013.



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