

### Media & Learning News

#### Results of European study into Film Literacy



In July 2011, the European Commission published an invitation to tender for a European-wide experts' study on film literacy in Europe, covering all EU and EEA nations, and asking for evidence-based recommendations to inform policy-making in the forthcoming Creative Europe Framework. The tender was won by a consortium of partners led by the British Film Institute, who have recently published several [reports](#) on their findings which include an executive summary, country profiles and case studies.

#### FILM-IN wins EAEA Grundtvig Award 2013

The theme of this year's [EAEA Grundtvig Award 2013](#) was "Active citizenship and transnational solidarity - Adult Education as a tool against nationalism, chauvinism and xenophobia", which was won by the project [FILM-IN](#). This project uses film as an innovative instrument to promote social inclusion, strengthening the cultural awareness, expression and learning of European languages. Participating learners produced a total of 72 short films about the problems they face in their countries. FILM-IN stimulates social inclusion by enhancing learners' creativity in the digital age through script writing, filmmaking, learning to convey visual messages and by making participants interested in film art.



#### Schools in South Africa better prepared for exams with video support



AV Network is reporting this month on a study which shows that pass rates have jumped from 26% to 100% in some rural South African high school classrooms thanks to a video-learning initiative between The University of the Free State in Bloemfontein,

The Free State Department of Education and Sonic Foundry Inc., provider of video content management and webcasting solutions. The university is providing learning support on core subjects such as mathematics, physics, life science, economics, accounting and geography to 60 rural high schools that are considered at risk. Read the full [article](#).

#### iPads and other tablets keep causing controversy in schools

It is summer holidays but many schools around the world are preparing for the next school year, and this involves investing in new school equipment. Last month the Los Angeles Schools District approved a US \$50 million budget to buy more than 600,000 iPads, to be given out to all learners in its area, while UK schools are asking parents to contribute part of the cost of an iPad for their children. But critics of these and similar programmes have not stopped questioning their impact as you can read in this [article](#) by Toby Helm (The Observer) about tablets in school, and this [blog post](#) by Larry Cuban. He is a techno-sceptic where it comes to the use of computers in the classroom and just completed a two-year study of a high school where teachers and students have had 1:1 laptops since 2004.



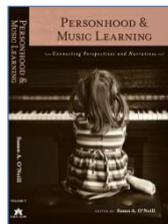
#### The future of Khan Academy is not just flipping

In an interview in this month's Scientific American, Salman Khan, the founder of Khan Academy which is probably the most used educational video resource repository, talks about his view on education in the US and in general, and on the hype around the flipped classroom. He also unveils the future plans of Khan Academy to evolve from a video repository to become a virtual tutor that is much more focused on adaptive testing, diagnostics and remediation. Khan Academy, now attracting over 6 million students per month, will also become entirely multi-lingual in major languages, reaching maybe over 50 million learners per month in five years' time. Read the full article [here](#).



Photo: Steve Jurvetson (CC-BY)

#### Personhood and Music Learning



[Personhood and Music Learning](#) edited by Susan O'Neill is a scholarly but accessible exploration of personal action and experience across diverse music learning contexts. Contributions by 25 authors from around the world offer perspectives and narratives about people engaged in music in ways that matter to them, with topics focusing on: musicians, composers and conductors; music teaching and learning with children and adolescents; music education research and professional practice.

### Featured Articles

#### Reading pleasure and e-tools

By Mathea Simons, Magda Mommaerts, David Caelen, Jan T'Sas, Universiteit Antwerpen, Belgium

It happens all too often: as soon as we leave our early childhood behind and cross the borderline between primary and secondary education, we lose all or part of our interest in books. From the age of 12-14 children's visits to the public library, for instance, drop dramatically, leaving those who keep reading a minority. Over the last decades, numerous researchers have analysed this phenomenon. Their conclusions are more or less the same: the leap into puberty makes boys and girls either turn much more into themselves, or it diverts their attention to the outside world. In both cases puberty changes their interests and emotional household, averting many from reading literature. The ever-broadening world of gaming, TV, internet and social media offers children a host of instant and flashy challenges with which the slow and silent world of books cannot compete. Moreover, in some schools reading education to young adolescents focuses too little on the pleasure of reading and too much on analysis. As a result children lose every (remaining) interest in reading. They get bored from the start or are insufficiently challenged. That being said, many teachers who do try to enhance reading pleasure in their classrooms, do not always succeed - "It is so difficult to bring books to life for Nintendo-children".



Jan T'Sas

This raises the question: if children are so much into gaming, TV, internet and social media, can teachers turn this to their advantage? And how can teachers use literature to assist young adolescents when dealing with new



aspects of their emotional life? In other words: if we cannot beat e-hype and hormones, can we join them in reading education? In order to find an answer to this challenge the Flemish Government launched a project call. A project group of Artesis-Plantijn Hogeschool and Universiteit Antwerpen answered the call and have developed an innovating project called 'Reading pleasure and e-tools'.

Based on a literature study the project group identified five major conditions for reading pleasure. These are: freedom of choice (of books, texts ...), intrinsic motivation ('I want to read this'), identification ('I would love to be that character'), interaction ('I can talk about what we have read'), and mastery ('I understand this book, I know what it's all about'). The hypothesis was formulated that merging new media and conversation with reading would enhance pupils' interest in books and in reading texts. An extensive inventory was made of educational tools that fulfil these conditions in one way or another. Eventually, four tools were selected to be adapted to different target groups of pupils.

- Role-playing game: pupils embark on an adventure in which they have to work together in order to succeed. They are to read a story, but are regularly asked to stop reading, discuss what is happening and make decisions on how to proceed in the storyline.
- Google Lit Trip: pupils read a text that includes different places, cities, countries or continents (e.g. 'Around the world in 80 days' by Jules Verne). At several points in the story they are stimulated to explore that place, using Google Earth. They constantly read and work in pairs.
- Tablet Tales: pupils are split into several groups, each group focusing on one book. They read a chapter of their book on a tablet. Hyperlinks give them the opportunity to discover the meaning of words, pictures of objects, music or sounds, etc. Afterwards they share their (online and offline) experiences.
- Sensing poetry: pupils read 'visual poetry' (e.g. poems in comics) and talk about the emotions expressed by the characters in these poems. They relate these emotions to themselves: 'when have I ever felt ...?' They talk about their feelings in small groups. Afterwards they try to visualise an emotion e.g. in a drawing, by making a collage or a statue in clay.



Twelve students, all pre-service teachers, were invited to further develop these four tools and try them out in the classroom with four different groups of pupils (ages 12-16).

The scope of this project was too limited for the developers to obtain scientifically valid conclusions. Nevertheless, interviews with pupils and students revealed these tools to be very motivating. Especially those pupils who did not like reading in the first place enjoyed the e-component of the tools, where 'e' stands for electronic or emotional. The pre-service teachers, in turn, enjoyed working with these tools very much. They all saw an added value in the link between these tools and literature and clearly stated that the project had widened their view on reading and reading education. They spontaneously made the transfer to other contexts: 'You can use tablet tales in the biology lesson', 'The Google Lit Trip is very useful in geography lessons', or 'Why not use the role-playing game in the modern language classes?'

A general project film and four 'making of' films – one for each tool – will be available on [www.ingebeeld.be](http://www.ingebeeld.be) (in Dutch, from 1 September onwards).

Jan will be discussing these ideas and his experiences with this project during the [Media & Learning Conference](#) taking place on 12-13 December.

### All that Jazz: a course for senior citizens

By Bárbara Elola-Olaso and Raúl Jiménez,  
Universidad Carlos III de Madrid, Spain

"When the presenter of the 2012 [MEDEA Awards](#) Ceremony in Brussels interviewed me about the meaning of the word jazz," says Raúl Jiménez, "I was so perplexed that I completely forgot the short text I had prepared about this course. I told him it had many meanings and that one of them was an abbreviation of jasmine, the scent of perfume that was very popular among the prostitutes of New Orleans at the dawn of the twentieth Century. The presenter added that that



Raúl Jiménez

it also meant sex. Because, being a good presenter, he knew perfectly well that sex gets the public's attention. But, how to get the attention of senior citizens enrolled in a lifelong learning programme? It is not quite so simple. What I found attractive was to discuss with them something that they should know better than me: the philosophy behind the spinning wheel of life. This is a beautiful idea that is perfectly captured by the words "All That Jazz".

The way we chose to do it was by using the artistic creation phenomenon as a metaphor. It does not stop, it always requires innovation, regeneration, to turn the wheel over and over again. The chosen topic was, of course, jazz, one of the most widespread genres of art-music of the twentieth century. The Carlos III University strongly suggests to their teachers to use digital technology in all the courses of the lifelong learning program for senior citizens. Another suggestion that we took on board was to include the historical and socio-cultural context related to the issue that we are discussing. Following these tips, we prepared a course about jazz history, from its origins up to the present. This led to us creating a course about the problems associated with artistic creation, framed in the historical context of the twentieth century. We reviewed issues such as the evolution of a multiracial society, the great depression, the world wars, technological development (from the days of the first record labels to the days dominated by mass media), globalisation, and many other issues strongly linked with the evolution of jazz. The course was based mainly on audio recordings, video analysis and digital readouts, collected on a DVD.

Other activities, like live concerts and film forums, were coordinated through a blog, where also part of the course materials were published. This considerably supported open participation on the part of the students. The result was "All That Jazz". In total, 60 students attended the course, a group with an average age of 67 years, including 70% women! According to the evaluation surveys, the level of satisfaction was very high.



Surveys showed participants' great pleasure in learning. The students were very excited about their use of the Web, which they used to explore what





was for many a new universe. They also displayed their genuine interest in understanding each style within its historical context. It was a wonderful group of people that continue to attend other courses that we are programming. One year later, we repeated the experience with a course on Latin Music and this year we will do it with a course about pop and rock & roll. The essence of these courses is the same: contemplate about the spinning wheel of life. Using the drama of the artistic creation as a metaphor for life."

Find out more about 'All That Jazz' [here](#).

### Lecture Capture in an interactive setting at Université de Lorraine

By Gérard Casanova, Université de Lorraine, France



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project

REC:all. In this issue Gérard Casanova, one of the partners in the project, describes a case study that has been evaluated at the Université de Lorraine, where lecture capture forms the basis of an interactive medical studies course.



Gérard Casanova

Université de Lorraine is a merger of 4 universities and now has about 50.000 students. In this article I would like to explain more about how we organise the First Common Year for Health Studies which is called PACES. This course allows a fixed number of students to access medical studies in France. This study option is highly competitive in France where in 2012, only 674 students were accepted out of a total of 2234 applicants. Université de Lorraine is using a mixed approach to teaching in the PACES course which combines lectures broadcast from the auditorium and a flipped teaching format.

We recently carried out a study into the flipped teaching aspect which aimed to replace the traditional auditorium-based approach with an online enriched video course which could be synchronised with a specific calendar on-demand. In addition, groups of 50 students worked face-to-face with one teacher. Students also had access to tutoring, a special forum and a Frequently Asked Questions service.

Teachers recorded themselves using their PowerPoint presentation as a starting point. In this way the recording was very easy for them to make, no extra resources were needed and the post-production cost was very low. The software used was [iSpring](#), which is a commercial programme that allows you to create Flash & HTML 5 presentations from PowerPoint.

In the picture you can see the different steps needed for each recording.

The slides are synchronised with the video and the programme provides some useful features to help students work their way through the lecture:



- An interactive schedule which makes a chapter list available enabling students to navigate easily through different parts of the lecture.
- A search engine which helps students to quickly find the part of the video and slides that they want to watch.
- A multiple-view management option which enables students to watch for example only the video and slides, and to hide the search engine and table of contents.

Later on, students will also be able to enrich the presentation with, for instance, notes and highlights.

The web lecture is uploaded to a learning platform (Moodle) and made accessible to students in different formats (Flash, HTML 5 or downloadable). Students are obliged to watch the courses on video as there are allocated hours in their agenda to do so.



After watching the course, the student can check the FAQ or ask questions in the forum. As a final step, after finishing the online course, the student can do a quiz to test his/her knowledge.

Other case studies and more info about the REC:all project, which aims to explore new ways in which lecture capture can become more valuable and engaging, can be found here: [www.rec-all.info](http://www.rec-all.info).

### Tools of the Trade Scrivener, an instrument for scenario writing

By Mathy Vanbuel, ATiT, Belgium

This month, I would like to share with you an exciting application that I recently discovered, not available on any mobile device yet, but nevertheless a really useful tool.



I am probably not the only one who struggles with the process of writing texts, whether it is a short article (like this one), a report, a scenario for a video or even a lesson plan. Now I found Scrivener, which is based on the idea that large texts consist of many smaller parts. Writing usually starts with a mess, too many ideas and related and unrelated elements, until the deadline comes so close that the final edit can no longer be postponed. Scrivener allows you to collect all the composing parts (plus other bits and pieces whether they are images, websites, documents...) and organise them dynamically so that at any time, you still have the freedom to recompose the whole text. This is particularly handy for video scenarios or flow charts for multimedia productions, which often have to be re-organised in a different order not only at the time of the creation of the scenario but also during the production and post-production process. The software comes complete with templates (amongst others for different scenario formats), spell checker in different languages, and exports in most common formats: Word, PDF, eBook etc.

A free trial version is available on the [website](#). The application itself costs about 35 Euros.





### Resources of the Month

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

- The [Digital Literacies Toolkit](#) is an interactive learning tool to help students explore the educational uses of Web 2.0 tools and develop good practice in the use of social software. 
- [Embedplus](#) is a free application that facilitates the embedding, editing and customisation of Youtube videos. 
- The [SVEA](#) guideline offers tips on how to implement social media in the management process of training institutions, as well as an orientation for trainers who want to use such tools in their courses. 
- [Mobygratis](#) is a resource for independent and non-profit filmmakers, film students, and anyone in need of free music for their independent, non-profit films or videos. 

### MEDEA News

#### Judges invited for the MEDEA Awards



As there are only two months remaining for participants to send in their submissions to the [MEDEA Awards 2013](#), Europe's most important competition on educational media, an [open call](#) has also been announced to welcome new judges. The judging is on a voluntary basis and will take place in October through an online judging platform. Submissions to the awards can be made in English, French, German, Italian, Polish or Spanish, so knowledge of one or more of these languages amongst potential judges is a plus. Deadline for entries is 30 September 2013.

#### Autumn Season for MEDEAnet webinars

Plans for the next series of webinars organised by the MEDEAnet project are advancing well and the next season from September to December will include 6 webinars on a variety of topics including media-supported language learning, creating e-books (in German), media literacy research, and big data and learning analytics. You will find the latest details [here](#). If you want to be informed about the latest MEDEAnet news, subscribe [here](#).



#### Showcases published of MEDEA Awards' winners and finalists

Several new showcases have been published featuring the work and experiences of finalists in the MEDEA Awards. These include the showcases of the two main winners from 2012, 'And the Oscar goes to' and 'Quand la colère fait tomber les masques'. Showcases of 2012 finalists include 'All that Jazz', 'Flying Start', 'Schoolovision', 'Historiana', 'Moving Image Techniques', 'SignMedia' and 'A Letter A Story', all of these finalists' showcases include interviews with the producers and more information about how the entry came to be. You can see the latest additions [here](#).



### Related Awards Schemes & Events

#### International Youth Media Summit in Serbia

The mission of the International Youth Media Summit is to promote the role of young people in the transition to sustainable ways of living and a global society founded on a shared ethical framework. Using workshops, video conferencing and the web, partners around the globe are using media to bring young people together to change the world. The 8th International Youth Media Summit takes place in Belgrado, Serbia on 1-12 August 2013. To follow the summit visit the [website](#).



#### Theatre play writing competition on Maths

The European project Le-MATH has announced a competition for theatre play writing. The play is expected to be performed by pupils aged 9-18 and the main theme should be mathematics. The competition is open to all European Union citizens. All the plays will be published in a special edition of Le-MATH-THEATRE and the winner will be invited to the live final competition, in Cyprus in 2014. The deadline for submission is 30 August 2013 on the [website](#).



#### Symposium and Screening on Mobile Innovation

The MINA (Mobile Innovation Network Aotearoa) will organise the 3rd International Mobile Creativity and Mobile Innovation Symposium and Screening in Auckland, New Zealand on 20-22 November 2013. Proposals are welcome for papers and presentations relating, but not limited to mobile communities, mobile visual literacy, mobile video production, mobile documentaries, mobile media in education, ect.. The deadline to submit abstracts for papers and proposals is 16 August 2013. For more information, visit the [website](#).



#### Media Literacy Project announces 2014 Bad Ad and Counter Ad Contests

The Media Literacy Project encourages teachers to incorporate contests into their curricula, perhaps using the contest as an assignment in courses with writing, critical thinking or visual arts components. MLP is now accepting applications for their Bad Ad and Counter Ad Contests for 2014, which require students to analyse print advertising, thus encouraging media literacy and critical thinking. Entries are due by 20 January 2014 for both contests. For more information visit the [website](#).



#### Media Education Futures Conference in Finland

An international conference on Media Education Futures will be held on 8-9 May 2014 in the University of Tampere in Finland. This conference will examine media literacy and education from various perspectives. The goal of the conference is to display and promote research in the field along with media education practices. For further information, follow the conference [website](#).



#### Contact information

For more information, to submit content or to (un)subscribe from this newsletter, please contact the Media & Learning News Editorial Team

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