

Welcome to this special edition of our newsletter to celebrate the 4th Media & Learning Conference taking place on 12-13 December in Brussels. We hope you enjoy it...
Media & Learning News Editorial Team

Media & Learning News

Third Evens Prize for Media Education awarded to Centro Zaffiria

On 15 November the [third Evens Prize for Media Education](#) was awarded to the Italian organisation [CENTRO ZAFFIRIA](#) for its Extramedia project. The focus of this prize was "Learn to read images", for children between 4 and 8 years. Among other noteworthy elements, the external international jury of media literacy experts highlighted the organisation's strong, sustained focus on media literacy. It praised the winning project for its innovative media education activities for young children, with the active involvement of their parents and grandparents. Alessandra Falconi from Zaffiria will be speaking at the Media and Learning Conference.



Winners in the French University Teaching Film Festival (FFUP) announced



The second University Teaching Film Festival was held on 23-25 October in the Pierre and Marie Curie University in Paris. This edition highlighted best practices in multimedia structured around video, web documentaries, educational resources and websites. It attracted a great deal of interest amongst higher education institutions, Thematic Digital Universities and audio-visual producers.

This interest is clearly connected to the commitment of the French Ministry of Higher Education and Research to provide digital services for students and to make French universities more appealing. This commitment is reflected in the recent announcement of a digital agenda for higher education and support for the French Digital University (Universite Numérique) initiative. Find out more about Festival finalists on the [FFUP website](#).

ERASMUS+ Programme about to get off the ground

On 19 November, the European Parliament voted to give more money to Erasmus+, which includes actions for education, training, youth and sport. The 2013-2020 programme will start in January 2014 and has a budget of nearly 15 billion euros, which is more than 40% higher than for the 2007-2013 period. The Erasmus+ budget will help 4 million students, staff, teachers and trainers to learn, study, work or volunteer abroad. For the first time, grants will also be given to go beyond Europe to places like the United States and Asia. Take a look at the [press conference](#) with Doris Pack and Androulla Vassiliou European Commissioner for Education, Culture, Multilingualism and Youth.



Media Literacy in Europe: 12 projects that will inspire you

The Evens Foundation has just released "[Media Literacy in Europe: 12 projects that will inspire you](#)". After almost five years of work in the field of media education, reading about hundreds of projects that seek to increase media literacy in Europe, visiting dozens of them and getting directly inspired by their energetic work and dedication, the Evens Foundation decided it was time to create a platform for a selection of these practices. In this publication they share what they have discovered so that more people would be inspired by the great work of these projects, learn from them, and even integrate some elements in their own work. This platform will be presented during the Media and Learning Conference 2013 by Susanne Eggert from JFF in Germany.



Interviews with Renee Hobbs and Sian Bayne on Open Education Europa

The Open Education Europa team recently interviewed 2 of the keynote presenters who will be speaking at Media & Learning. In her [interview](#), Renee Hobbs discussed what motivates teachers to use media in the classroom and the key information that teachers need to know about using copyrighted materials. The [interview](#) with Sian Bayne delved into the fragmentation of the MOOC field and her experiences of teaching a MOOC.



SafetyKids@school



[SafetyKids@school](#) is a project that encourages a greater awareness of social media amongst students, teachers and families. The project provides teachers with the tools and skills to deal with issues of online safety and to spread the concept of digital citizenship. As part of this project more than 1700 students from secondary schools took part in a survey about teenagers' perceptions of privacy. The result of this survey will be presented during the Media and Learning Conference by the legal expert Prof. Mantelero from Politecnico di Torino.

A Jesuit Order for the Digital Age

"What education needs today is a Jesuit order for the digital age", that's the recommendation on which keynote speaker [Derrick De Kerckhove](#) is planning to base his keynote presentation during the Media & Learning Conference. Deek argues that during the Renaissance, the Jesuits were able to initiate a formal education system because they knew what skills to develop in a culture that was learning to read in larger numbers. Today, in the context of rapidly-increasing challenges to identity, information and relation management, there is no formal standard regarding the skills that people need to acquire. Collaborative practice, profile and reputation management, network ethics, searching strategies, aesthetics and design are just some of the skills that should be considered as mandatory as learning to read and write. Derrick will give his presentation on behalf of [Federica Web Learning](#), part of University of Naples Federico II.



MAGICAL - educational games

MAGICAL is a European project that's exploring collaborative design of educational games by primary and lower secondary students. The project team are interested in the impact this can have on learning, and especially on support for key transversal skills like strategic thinking and creativity. All training materials have been developed and game-building courses are currently being run for student teachers in the UK and Belgium. Five themes are presented: theoretical aspects of (i) games and learning and (ii) teaching with games, practical information on (iii) using the pedagogical planner and workshops on (iv) game design and (v) developing games in Magos and [Sploder](#). More information is available on the project [website](#). You can also find out more about MAGICAL from their stand at the Media & Learning Conference.



Problem based learning & video for vocational education and training in Europe

Groups of VET teachers from Spain, Romania, Italy, Greece and Turkey participated in a Problem Based Learning (PBL) & Video Workshop during October and November. This was part of the collaborative partner work of the ["YESdigital"](#) European Project. Participants were given hands-on experience in using the PBL methodology for VET subjects using video, social networking and other online applications. PBL is a learning approach that challenges students to learn by being engaged in creating the solution of real problems. For more information, access the course [PBL4VET mooc Platform](#). You can also find out more from the YESdigital stand at the Media & Learning Conference.

Featured Articles

PLURAL+: A platform for youth media

By Jordi Torrent, United Nations Alliance of Civilizations, Spain

Youth-produced media is a main component of today's society. Young people are constantly producing and sharing media; in a way it is their main mode of self-expression, or the way in which they reassure themselves that they are in the world, that they are alive. But creating and sharing media *per se* - as important as it is - is not as essential as assuring that young people producing media become aware (ethically aware) of the role and significance of media in our communities. This awareness is the terrain of Media and Information Literacy.



Jordi Torrent

The United Nations Convention on the Rights of the Child recognises the importance of the media in children's and young people's development. The media is seen as playing a crucial role in shaping societal attitudes towards children's rights, equipping children with information central to their well-being in a child-friendly environment, and soliciting youth views on matters that affect them. However through the production of their own media, youth can be empowered to tell stories about the issues that they see as most important, and to share these with the world. Producing media is a way for youth to creatively engage with their society, their family, their friends, themselves. It allows them to create their own media representations, and to become aware of the ethical responsibilities of their media messages.

PLURAL+

Youth Video Festival on Migration, Diversity and Social Inclusion

PLURAL+ is a platform developed for the distribution of youth-produced media that creatively addresses issues relevant to multiculturalism and shared societies. It invites young people to creatively reflect on the world that surrounds them, to propose ideas, to point out social injustices, to identify cultural stereotypes. I keep mentioning "creatively" at the risk of sounding flat by bouncing around nice sounding words but lacking depth. Creativity is perhaps what we are risking to lose in our current educational systems. We are encouraging reading, writing, numeracy, and the technical how-to; but not reflection and critical thinking. We are becoming less and less interested in humanistic education and more and more in the pragmatism of technology education. By doing so we are facilitating the development of a society lacking a better understanding of history (local and global) and of the "cultural literacy" that can help humanity to become less polarised (and ultimately less violent and more welcoming of differences). PLURAL+ is a platform for the distribution of youth-produced media that has something to say, not only something to show off (a media skill) through pure "entertainment" (how funny this video is, how outrageous it is, how well produced it is). PLURAL+ empowers youth by multiplying their voices through a network of global distribution facilitated by its partners across the world. We believe that it is through this empowerment of young people's voices that ultimately change will come about, that less "culturally biased" conflicts will emerge throughout the world. Media and Information Literacy is the larger framework where this effervescent creativity develops.

Editor's note: [Jordi Torrent](#) will be presenting and discussing his work during the Media and Learning Conference.

Report on media education in 4 countries

By Remco Pijpers, Mijn Kind Online, The Netherlands

The report is written by Kennisnet & Mijn Kind Online in cooperation with Mediawijzer.net

We have recently published a new comparative study entitled "Media education in four EU countries, common problems and possible solutions" which addresses questions like 'How do Finland, Sweden, the United Kingdom and The Netherlands tackle media education? Children growing up in this new media environment do not always deal with it carefully and critically', 'Which countries are the leaders and how do they make children media literate?'



Remco Pijpers

This study aims to provide pointers for educational professionals to work on media literacy in a way of enabling all children to become critical and aware users of the media. That is not a goal in itself but an aid towards successful participation in the democratic society.

IN our study we identified several shared problems:

Media education is a hot topic in all countries, but development of the subject is slow. However, there is no lack of enthusiasm among those involved in education. Nevertheless, actually implementing what is discussed and written on the subject into educational programs seems difficult for experts.

A recurring problem in media education is a lack of continuity. Many countries attempt to coordinate and organise matters centrally, but in practice it comes down to ad hoc or project-based work. There is disagreement as to what exactly media literacy contains. Also, teachers often assume (incorrectly) there is nothing left to teach their pupils or are



uncertain about their own skills. Media literacy training for teachers is lacking.

Furthermore it's difficult to determine who actually "owns" media education and who is responsible for it. Policy-making takes place on both national and local levels. Media literacy organisations have to finance themselves. Commercial parties sometimes help in promoting media literacy, but have different priorities. Media education is dependent on the good will of individual schools and teachers; it is therefore difficult to determine where and how well it is taught.

Strengths

Finland has excellent, highly educated teachers, which automatically leads to high-quality (media) education. The teachers are the experts on pedagogy and didactic measures. In the case of Finland it is therefore very clear who "owns" media education.

Sweden focuses on developing a critical attitude towards social media, something that is taught even to very young children. In addition, Sweden deals with media and information literacy on the basis of the framework developed by UNESCO, which confirms the importance of media education.

The United Kingdom finds its strength in the long tradition of media studies. Developing courses specifically on media has been done since 1970. These deal with critical use of media, media institutions, and also production.

Finland, Sweden and the UK all have a national curriculum. As a result, they have freedom within their own educational practice to search ways of providing and integrating media education.

The Netherlands' strength lies in the way it attempts to integrate media education in a structured manner, and based on a well-grounded theoretical framework. Combined initiatives of collaborating specialised organisations offer the prospect of systematic, high-quality media education, without the curriculum being revised.

The strength of all the countries is their positive and proactive approach to media education, with a focus on creativity and empowerment. Another positive development at European level is the advent of informal networks of professionals who exchange practices and ideas more frequently. This is the first step towards a real convergence of media education.

However there is still a lot to do. In an ideal media education country, media literacy would be taught by outstanding teachers, based on a long tradition of studies, with catalogued educational material that is centrally available on the basis of a single theoretical framework. Wouldn't we all like to live in such a country? Download the [report here](#).

Editor's note: Remco Pijpers will be presenting this study during the Media and Learning Conference.

Students are not mutants!

By Laure Endrizzi, Institut français de l'éducation, ENS de Lyon, France

Being an IT user is not sufficient to become an expert when it comes either to teach or to learn with technologies! This applies to teachers, who have become major consumers of standard technologies (e-mail, word processing and slideshow), but whose digital uses are most often confined to privacy. This also applies to students who are definitely not as skilled as we may like to imagine them, although their use of technology is more intensive than ours at the same age. This is



Laure Endrizzi

not my say: these are the results of dozens of empirical research studies conducted over the past decade, analysed in the literature review I carried out in 2012 on [Digital Technologies in Higher Education](#).

This may sound obvious. Nevertheless, our way of thinking is shaped for years by discussions about the growing gap between society and the school system, the latter being blamed for failing to integrate digital technologies and thus contributing to students' dropout or failure. At the basis of such beliefs, we find the works addressing the so-called Millennial generation, also known as generation Y, based on a binary argument that differentiates the 'skilled' born after 1980 and the 'under-skilled' who have not been exposed to digital technologies from birth.

Though young people are not born tech-savvy. Their actual uses of technologies are often rooted in routine practices and are mostly driven by a normative goal, since the point is to be a member of the peer group. Besides, the underlying assumption that practices are homogeneous cannot be verified. On the contrary, researchers provide evidence that the generational approach is ill-adapted, with other discriminating factors, such as age, gender and social context, having a stronger influence on digital practices: ICT sharpens the curiosity of younger girls who use ICT mostly for communication purposes while boys develop more interest-driven practices, and those with disadvantaged backgrounds tend to have more limited uses. In other words, it is not that technologies change values and attitudes, but rather that values and attitudes influence how technologies are used.

It is also commonly assumed that the rise of technologies has widened the range of learning opportunities. Nevertheless, it is very clear that not every single undergraduate student can benefit from these opportunities and develop personal strategies. Some may have some kind of control over their exploratory uses, but the great majority are confined to basic use, as all research indicates. Additionally, recreational digital practices, whatever the level of use, don't provide general transferable skills applicable to study practices. There is conversely strong evidence that 'followers' are much more numerous than 'leaders' and this lack of autonomy is consistent with a deficit of learning literacies and a dependency on guidance. That is why formal education must be responsible for undermining this new 'digital divide' and for putting the teachers in control. How?

Editor's note: This discussion will be continued by [Laure](#) during her presentation at the Media & Learning Conference.

EMEDUS maps out the future of media literacy in Europe

By Juanfran Martinez, Autonomous University of Barcelona, Spain

Partners in the European Media Literacy Education Study (EMEDUS) are designing the future of media literacy in Europe. Initial conclusions reached by the research team point to the need to explicitly include media literacy content in all European school curricula and point to the value of creating national councils to organise media literacy activities. EMEDUS, which enters its final phase in December 2013, is funded by the European Commission through the Lifelong Learning Programme. It is coordinated by the Autonomous University of Barcelona (UAB) in Spain, and brings together



Juanfran Martinez



six European partners, for a complete list please see the [project website](#). The main task of EMEDUS has been to investigate media literacy in 27 countries of the European Union (as the project started in 2012 it does not include Croatia).

This investigation focuses on three areas of media literacy education: formal education, informal education and education aimed at disadvantaged groups at risk of exclusion. This focus has enabled the team to collect data not only on the integration of media education into school curricula, but also to map the many media education initiatives implemented in the field of informal education as well as projects active in the field of media education and social inclusion.



EMEDUS research shows that both formal and continuing education play fundamental roles in media literacy. While practically all European countries include some media literacy content in their school curricula, most pay more attention to digital literacy and ICT in general, which constitute separate subjects. What EMEDUS also highlights is the need to stress aspects of media literacy which

involve critical understanding related to content creation and communication.

EMEDUS researchers stress the importance of including media literacy in teacher training programmes and promote the inclusion of the [MIL Curriculum for Teachers](#) developed by UNESCO while pointing to the good practice of Luxembourg where media literacy is already a compulsory subject in teacher training programmes.

The EMEDUS team also stress that there are many different actors involved in the field of informal media education and that initiatives outside the school need to be properly evaluated acknowledging the fact that most of these projects are supported by public funds. They also acknowledge the role of public media in informal media education and call on governments to promote media literacy programmes supported in this way.

A key aspect of this work has been to investigate the position of media literacy in relation to so-called disadvantaged groups at risk of social exclusion. This has revealed that most of these activities are aimed at older people and are related to technological literacy.

Furthermore, the findings of the research team point clearly to the need for measurement and assessment of media literacy and to the need for such tools to be made available to all EU countries.

In this research one of the most significant recurring themes is that media education is closely linked to citizen empowerment, which needs to be taken into account when considering the role of media literacy in Europe.

One of the final goals of EMEDUS is to create a European Observatory in Media Literacy. As part of this effort the team have set up an archive of video interviews with media literacy experts including Alberto Parola, Fausto Colombo, Evelynne Bevort, Michele Seys, Ulla Carlson, Victor Reia, Silke Grafe, Renate Holubek, Martina Chapman, Anina Lundvall, Brian O'Neill, etc.

Take a look at this archive on the EMEDUS [YouTube Channel](#).

Editor's note: [José Manuel Pérez Tornero](#) will present EMEDUS at the Media and Learning Conference and there will be an EMEDUS stand.

The X-Factor in online education

By Leon Huijbers, Delft University of Technology, The Netherlands

The X Factor in the title refers to that un-definable "something" that makes for star quality. It should be our ambition, with excellent teachers, to define this un-definable "something" in a fresh set of rich/multi-media principles that will make the difference.



Leon Huijbers

This month, the NewMedia Centre of the Delft University Library celebrates the 10th anniversary of its weblecture service "Collegerama" welcoming the 3 millionth student visitor. TU Delft's Collegerama, home to 17,000 hours of weblectures started as a rich media concept for the large-scale capturing and publishing of scientific content, online. Today, Collegerama is the academic-wide multi media backbone for all the different online campus initiatives like Grassroots, Moocs, Spocs, blended Bachelors and dedicated online Masters, managing the workflow from course design to the uniform publication on any recommended channel in volumes. I will leave the technology with your permission for what it is and zoom-in on the "future" in our case.

Ask me today, how did you manage and I'll probably answer 'Oh, with a bit of common sense, one gets quite far'. If you would have asked me during implementation, I'd have cried for your help. Sure we had tutors sticking to non-digital chalk and deans rejecting the teaching value of what we were doing along with IT specialists telling us it couldn't be done and pedagogical advisors doubting its didactical value. Sometimes we had to act like rebels with a cause, asking forgiveness rather than permission. In 2004, before YouTube that was.

Looking back at a few choices, involving students in all phases from the very beginning, was the best we made. Sharing ideas with them, students were and still are our best Allies. The evangelists to our case, end-users giving feedback, constantly. Using students as recorder operators, proved to be of high value.

A second important choice was to organise Collegerama as a full service, not a time and money ending project. Designing our technology as a growth



model. Think big and act small. Be prepared for up-scaling and further development from day one. Further development lies ahead, and a trustworthy supplier

partner in your business is crucial. That's where, carefully selected, Mediasite came in for us.

Let me be frank, straightforward capturing a classroom lecture is more a reference book, ideal to prepare for exams, isn't it? It got us started quickly and effectively, but doesn't complete the dedicated online learning platform our institute is looking for! Today, we need to translate our experience into a variety of online educational formats. For example, we have to design a new efficient workflow to produce and publish hundreds of 10 minute tutorials, Kahn-like solutions, and instruction or learning modules. Whether it's a weblecture, a tutorial or any other video format, for students today, it needs to be presented in a lively and enthusiastic way while being engaging and personal at the same time.

What is needed in my humble opinion is to optimise the educational content by audiovisual means, tailored to the teachers and their studies in a highly effective way. Weblectures will become one in a mix of formats. But let's try to copy that efficient workflow known to weblectures to other educational formats. To make it exchangeable and re-usable for different online purposes in a variety of channels.

IT engineers, Rich and Multimedia specialists and information professionals—who serve as AV technicians, web designers and educational advisors, on many campuses—are in a unique position to facilitate this shift and to use the opportunity to define this X-factor in education.

Editor's note: [Leon Huijbers](#) will present his experience at both the [pre-conference workshop](#) on Lecture Capture taking place 11 December and the Media and Learning Conference.

This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project REC:all. More information about the REC:all project is available [here](#).



Tools of the Trade

audioBoo



audioBoo is an easy tool to record, upload and share audio. Audio producers, journalists, audio bloggers

can use this app for iOS, Android, Windows and Blackberry (at least one app builder that does not exclude those) to record and publish. A "boo" can consist of any clip of audio completed with a picture, a location, a title and a description. Once published on the web, they can be shared easily via Facebook, Twitter or other social media, and listened to by means of players on mobile apps and built in widgets. Check out how the Youth Media Team at the Media and Learning Conference Brussels 2013 uses audioBoo to report their adventures at the conference. Download the app for your device at <http://audioboo.fm/> (free, all platforms).

Resources of the Month

This section includes resources from the Media & Learning [Resources Database](#) that will feature in the Media & Learning Conference Demo Space.

- [Eduvista](#) - The Future Classroom Scenario toolkit - is a toolkit developed within the iTEC project for schools to create innovative visions of the future classroom, keeping pace with trends in society and technology.
- [inGenious](#) identifies teaching practices for engaging science lessons. inGenious shares free teaching practices developed by industry, including industry visits, hands-on experiments, games and competitions.



MEDEA News

10 days to go to the Media & Learning Conference



Are you interested in the innovative use of media to support learning? Would you like to know more about the status of media literacy in Europe? Do you want to better understand creativity in the classroom? Are you keen to find out how universities are using video? If your answer is 'yes' to any of these questions, then [book now](#)

[to participate](#) in the 4th Media & Learning Conference taking place in Brussels on 12-13 December. Check-out the full programme on the [website](#).

Movies and music top this year's MEDEA Awards

The 9 finalists for the 2013 Annual MEDEA Awards were announced on 12 November 2013. In addition the Organising Committee also announced 14 entries that are Highly Commended. The overall winner will be announced during the MEDEA Awards Ceremony which takes place on Thursday 12 December at the Media & Learning Conference in Brussels. Take a look at this [video](#) to see the finalists.



#mlconf13

If you want to know what's happening at the Media and Learning Conference 2013, follow us on our Twitter channel [@MediaLearning](#) and use the hashtag [#mlconf13](#). You can also join our [Facebook Group](#), [Facebook Event](#) or [LinkedIn group](#).

5 December: webinar with Renee Hobbs



[Prof Renee Hobbs](#) is an internationally recognized authority on digital and media literacy education and Founding Director of the Harrington School of Communication and Media at the University of Rhode Island, USA. She is also a keynote speaker at the Media & Learning Conference. During this MEDEAnet webinar, Prof Hobbs will introduce some of her work and research in the area of media literacy. For more info and registration visit the [webinar page](#).

MEDEAnet Report on Curriculum

The second annual MEDEAnet report is now [available](#). It concentrates on the extent to which media literacy is incorporated into curriculum design for compulsory level education, on organisations actively engaged in this process and on examples of good practice. A summary of its findings will be given at the Media & Learning Conference and a recording of a recent webinar in which the report is presented will shortly be available [here](#).

Related Awards Schemes & Events

Media Education Futures, 8-9 May 2014

The goal of this international Conference on Media Education Futures is to display and promote research in the field along with practices of media education. The conference will highlight participation, well-being and citizenship as the current Nordic perspectives in media education and will discuss media and information literacies contributing to inter-cultural dialogue. It will be held on 8-9 May 2014 at the University of Tampere, Finland. To find out more, [visit the website](#).



Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact:

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>