



Media & Learning News

Creative Europe Call launched



The European Commission's new Creative Europe programme has been launched with a budget of €1.46 billion and will be operational over the next seven years. The programme is intended as a mechanism to provide a boost for the cultural and creative sectors, which are a major source of jobs and growth.

This funding is aimed mostly at the development of European films, TV programmes and games, distribution and promotion of European films, festivals, cinema networks, training for cultural and creative professionals/artists, literary translations and cross-border cooperation. It is divided into 2 main strands; the Culture and the Media strand and includes funding for audience development and the promotion of Film Literacy. Find out more [here](#).

Video set to be really big in 2014

2014 looks set to be the year when video becomes really important in online learning – or at least that's what's predicted by the popular elearning 24/7 blog. A recent posting in the blog identifies the features LMS end-users are requesting related to video as being more analytics tied to video, more analytics tracking on video and/or video courses that have been downloaded onto a mobile device and the ability to play video courses within a LMS – not as a component within the authoring tool – rather as a pure standalone. Read the full article [here](#).



Public Policies in Media and Information Literacy in Europe Conference held in Paris



The Université Sorbonne Nouvelle – Paris 3 organised a conference on 13-14 December in Paris aimed at exploring the impact of media and information literacy on society, the various institutions involved and patterns of action. The conference involved experts from Mediaeducation.fr and students from the Masters AIGEME, Didactique de l'image and LLCE at the Sorbonne Nouvelle U-Paris 3 who participated actively during the debates. More information about the conference is available [here](#).

Good tips on creating educational screencasts

More and more teachers and trainers are using screencasts as a way to support learners particularly when teaching practical skills. If you are a newcomer to screencasting or are looking for good tips on how to improve your screencasts, then check out the list of tips and suggestions recently published by Kathy Schrock on her discovery education [website](#).



Focus on Learning Methodologies at ICODL

The 7th [International Conference of Open and distance Learning \(ICODL\)](#) was held from 8 to 10 November 2013 at Ellinogermaniki Agogi, Athens, Greece. This event concentrated on Learning Methodologies and provided a significant learning opportunity to anyone involved in the rapidly changing world of education. During the Conference 150 participants presented theoretical papers, original research and scientific articles, applications, experiences, good practices, descriptions and outlines, educational activities and issues for discussion in both English and Greek. On the first day awards were handed out to people and organisations, who have been selected for their academic and innovative contribution in specific areas of science and society. Conference proceedings will be published soon on [this page](#).



Featured Articles

Charting Media and Learning in Europe: Second annual MEDEAnet report

By Sally Reynolds, ATiT, Belgium

This report which was launched at the recent Media & Learning Conference is the second in a series of three reports which together aim to chart the media and learning landscape in Europe. Its publication is a core activity in the [MEDEAnet project](#) which involves 8 partners in 7 European countries. MEDEAnet is a 3-year network project funded under KA3 of the Lifelong Learning Programme, running from January 2012 to December 2014.



Sally Reynolds

The second edition of Charting Media and Learning in Europe builds on the general description of media-based learning and education for media literacy contained in the year one report and augments the information that it contained with new developments, although in terms of policy, it is worth noting that these are relatively minimal. It has a main focus on curriculum design and charts organisations actively engaged in the relevant curriculum process and, as far as is possible, highlights examples of good practice.

For the purposes of writing this series, the partnership has agreed to make a distinction between (a) media-based learning and (b) education for media literacy. However they have also explored the differences that exist between each partner's understanding of these and related terms many of which reflect linguistic and other specificities of each country. It is interesting to note that all definitions used by the partners include 3 important components, namely ability, opportunity and attitude.

The report describes the situation at a national level in Estonia, Greece, Bulgaria and Romania. For the three remaining countries with a federal structure, Germany, Belgium and Austria, the focus has been on the relevant regions, Baden-Württemberg, Flanders and Upper Austria although in Baden-Württemberg and Upper Austria some information is also provided about the federal status.

Apart from differences of definition, the situation reported on is very diverse. First of all there is a big difference between countries and regions where significant large-scale initiatives exist like in Greece and those where this is not the case. The authors feel that this has much to do with differences in school autonomy. Secondly there is a real difference amongst





those countries reported on in the extent to which media literacy is (or is not) included in policy for different education levels, from compulsory education to lifelong learning. Finally, diversity is evident in the way that media literacy is or is not integrated specifically in the curriculum for compulsory education systems.

When examining how media literacy finds its place in the curriculum of primary and secondary education, several specific conclusions are made in the report. First of all there is a variety of ways of integrating media literacy in the curriculum from an integrated approach across different subjects, to very specific subject-related formulations. Furthermore, it is clear that there is a discrepancy between the presence of media literacy in the curriculum and effective daily classroom practice. In other words, even if media literacy is integrated in the curriculum, it mostly still depends on the initiative/freedom/autonomy of the teacher whether or not it is implemented, and in what way. This has led the research team to conclude that the role played by teachers is crucial and for them to make a recommendation for more investment in relevant teacher training and support.

The third and final report of the series will focus on teacher training and education in each country and on reporting the extent to which training in the production and use of educational media and in media literacy is provided in participating countries. It will be produced earlier in 2014 to enable the team to have a more extensive time period in which to promote the full series of reports in the second half of 2014. [Read the full report.](#)

Infrastructure for Lecture Capture on a national scale in Norway

By Thorleif Hallén, UNINETT, Norway

[UNINETT](#), the Norwegian NREN (National research and education network) is currently hosting a 5 year programme, [eCampus](#), funded by the Norwegian ministry of education and research that runs until the end of 2016. UNINETT, traditionally a low level infrastructure company providing networking and connectivity to Norwegian higher education and research institutions, aims through the programme to make educational technologies available and to increase and improve the use of technology in education by introducing services that supports technology driven education and by working together with higher education institutions in identifying and solving technical, organisational and legal problems related to the domain of technology in learning.



Thorleif Hallén

Removing hurdles

A big part of the focus in eCampus is on establishing shared services for the higher education institutions to use. Shared services not only reduce the cost per institution through economies of scale, but also remove any hurdles that might be preventing the institutions from setting up the service themselves. Even if the reduced cost-factor is important - numbers show that some institutions have reduced the operating cost for one single service by 75 per cent moving to a shared service - the fact that shared services in many cases remove hurdles, and make the services available to the higher education institutions has proved to be vital in encouraging the institutions and their users to adopt the services, and it enables them to do what they should do; focus on how to use them best.

A national infrastructure for lecture capture

One of the focus areas is lecture capture, a usual suspect when it comes to learning with technology. Prior to the eCampus programme there were already a handful of universities and colleges using [Mediasite by Sonic Foundry](#) in Norway. UNINETT and Sonic Foundry worked out an agreement that allowed UNINETT to host the server part of Mediasite, now known as Mediasite Enterprise Video Platform, on behalf of the universities and colleges of Norway to reduce the operating cost for the ones already using Mediasite, and also to lower the entry fee for using such a service.

Two years later, we see that the cooperation between UNINETT and Sonic Foundry has had a tremendous effect; The number of institutions using Mediasite in Norway has doubled many times, more than half of them are using Mediasite already, and the hours of content being recorded is increasing every day, so far there are over 11000 lectures already stored within our Mediasite service.

The next phase

Even if we see that many HE-institutions in Norway have purchased Mediasite, and the use is so high that we have to expand our infrastructure, there's still a lot of potential when it comes to lecture capture in Norway. Now that the necessary infrastructure is in place our focus has shifted from the technology to make the lecturers and students use it to actually utilise the infrastructure we have invested in. A much more complex task.

This article is part of our dedicated series on lecture capture provided by the [Lifelong Learning project REC:all](#). Although this project officially concluded in 2013, the dedicated community of practice will continue to be supported through a dedicated Special Interest Group within the [Media & Learning Association](#).

Making available digital archives for teachers in Flanders

By Sara Logghe & Dimitri Schuurman, iMinds-MICT-Ghent University, Belgium

The region of Flanders in Belgium is in the process of conserving and unlocking her heritage, knowledge and history by means of targeted digitalisation and the creation of digital platforms and services. This process is driven by the requirements of numerous social and governmental sectors such as



Dimitri Schuurman



Sara Logghe

media, research and cultural heritage who require sustainable and accessible access to digital information. The Flemish institute for digital archiving ([VIAA](#)) intends making this data available for diverse applications. By means of a Living Lab research initiative facilitated by [iMinds-iLab.o](#) and carried out by researchers from [iMinds-MICT-Ghent University](#), VIAA is creating an audiovisual archive for urban libraries and for education together with librarians and teachers.

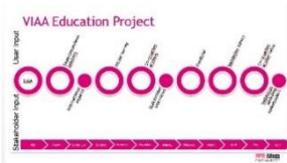


VIAA-platform for education

This Living Lab research track for education tries to answer the following questions:

- Which are the most interesting target groups for the VIAA-platform in the education context?
- What are the needs, use cases and user context per target group for the VIAA-platform?

The researchers scanned similar initiatives and models related to consultable audiovisual archives within an education context by means of desk research and literature review. Based on previous studies on digital archiving, a State of the Art (SotA) description of end-users was drafted. Ten (inter)national experts were confronted with the results of this initial review. The adoption and usage intentions of the VIAA-platform were then considered in an online survey, which was completed by 451 teachers. Subsequently three creative co-creation sessions were organised with 18 teachers from different education sectors in order to explore the results and get more qualitative feedback. In 2014 there will be extra co-creation sessions with teachers from sectors not yet represented in this process.



We can sum up the main results we have gathered so far based on the input from the teachers from the survey and co-creation sessions:

- Illustrations are twice as often used as film and audio in the classroom (intake survey)
- Teachers overestimated the use of audiovisual material in 2004 (SotA)
- The three main reasons for teachers not to use audiovisual material are (1) no time, (2) no available technology, (3) not knowing how to search (intake survey)
- Teachers are not satisfied (6.2/10) with the currently available audiovisual material (intake survey and co-creation session)
- Almost 50% of the teachers surveyed never edit audiovisual material (intake survey and co-creation session)
- The main goal to use audiovisual material is to better achieve the learning objectives (intake survey)
- 33% of teachers surveyed get recommendations for audiovisual material from colleagues (intake survey)
- From 2004 to 2013 there has been a shift in access to audiovisual devices (SotA)
- The main reason to use audiovisual material is as an illustration in class (intake survey and co-creation session)
- Search engines and video networks are the most popular sources to find audiovisual material (intake survey)
- 67% of teachers surveyed would use more audiovisual material when VIAA is available (intake survey)

The research team intends to deepen this research through stakeholder interviews with individuals from different educational networks. In consultation with the educational network organisations, VIAA will organise field trials in several schools in Flanders representing different networks. Finally, a number of co-creation sessions will be organised at the end of this research phase in which the results of the field trials will be used as a base to validate the VIAA-platform with a number of experts from the educational sector. This Living Lab-approach allows for the co-creation of the platform in an iterative manner with all relevant stakeholders, incorporating the needs and wants of the different (future) users. In order

to achieve this goal, an in-depth collaboration is underway between VIAA, the researchers from iMinds-MICT-Ghent University and the Living Lab-facilitation from iMinds-iLab.o.

Tools of the Trade Cine Meter

By Mathy Vanbuel, ATIT, Belgium

Cine Meter turns your iOS device into a professional light meter for film, video or photo. This app turns your iPhone into a professional light measuring tool that gives you exposure information and shows you at once the quality of the lighting of a scene, also very handy for smoothing out green screen lighting for example. The waveform's RGB mode indicates colour imbalances or colour imbalance on a chroma key screen. The false-colour picture mode is useful to monitor contrast ranges, to avoid underexposed shadow parts and clipping highlight parts of the scene. Cine Meter is not an absolute light meter, so it does not replace your vector scope or other professional monitoring equipment for highest accuracy, but it can be a useful aid for the video maker to set up and improve lighting. Cine Meter is available now for iOS. [Microsoft and Android versions are in the pipeline](#) (USD 4,99).



Resources of the Month

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

- [Tune into English](#) is a website full of music clips, videos and songs that can be sung along by everyone, ideal for learning English. 
- [INA, Institut National Audiovisuel](#), is the French national film archive. It holds over 3.5 million hours of television and radio recordings with hours of legally deposited material added each year. 
- [eduMedia Share](#) is a place for teachers to host and share visual and interactive resources. At eduMedia Share you can upload media, discover and download interesting resources, tag and comment. 
- [Opsound](#) is an experiment in applying the model of free software to music. Musicians and sound artists add their work to the Opsound pool using a copyleft license developed by Creative Commons, and listeners can download, share, remix. 

MEDEA News

Film English and Dans les murs de la Casbah win top prizes at MEDEA Awards 2013

For the second year running a French university has taken the top professional award at the MEDEA Awards; "Dans les murs de la Casbah..." submitted by Université Rennes 2 is the winner of the MEDEA Professional Production Award. The MEDEA User-Generated Award went to "Film English" by UAB Idiomes, Spain. The winners were announced during the MEDEA Awards Ceremony which took place as part of the Media & Learning Conference in the Flemish Ministry of Education and Training headquarters

in Brussels. This year the competition attracted a record breaking 342 entries from 37 countries. [Find out more on the website](#) and take a look at the [showreel with all finalists](#).

January webinar



MEDEAnet is organising a webinar with the winners of the MEDEA Awards 2013 on 23 January to celebrate last year's Awards and to share good practices on producing and using educational media with people interested in finding out more about innovative practices in media-enhanced education. In this webinar winners will present their submissions which focus on storytelling and music for learning and teaching. Check the new MEDEAnet webinar series for [the Winter-Spring Season 2014 here](#).

First AGM of Media & Learning Association

The first public AGM of the Media & Learning Association was held on 13 December during the Media & Learning Conference in Brussels.



Representatives of practically all 18 members took part and agreed the outline plan of work for the association for 2014. This includes ensuring the take-up of membership services by existing members, activating and extending the membership to include 35 members by the end of 2014, providing opportunities for collaboration amongst partners and taking steps to ensure the viability of the association. The membership agreed to keep the current board in place for the next 12 months and to add a new member, Yvonne Crotty from DCU in Ireland.

Places still available on Educational Apps course in February

If you would like to take part in the week-long residential course 'Creating (Simple) Educational Apps' running from 10-14 February in Leuven, Belgium places are still available. This hands-on [training course](#) provides participants with the basics of creating simple apps for the classroom. There is no need for programming experience as the trainees will work with tools that keep the programming itself to a minimum. Participants will be introduced to the general value apps can have in enhancing learning opportunities for learners of every age, this includes the use of both existing apps and the creation and publication of user-generated apps. Contact Tânia Vargas via e-mail: tania.vargas@atit.be to secure your place.



Related Awards Schemes & Events "Wake up, Rosetta!" Video competition deadline January 2014

The Rosetta spaceship was launched in 2004 and has since travelled around the Sun five times, picking up energy from Earth and Mars to line it up with its final destination: comet 67P/Churyumov-Gerasimenko. For the coldest, loneliest leg of the mission the spacecraft was put into deep-space hibernation. The spacecraft's internal alarm clock is set for 11:00 CET on 20 January 2014. Once it has warmed itself up, it should re-establish communication with Earth several hours later.



The European Space Agency (ESA) invites you to mark this important milestone in the Rosetta mission by sharing a video clip of you shouting "Wake up, Rosetta!". The campaign runs until 20 January. Two of the eligible top ten video authors will be invited to ESOC in Darmstadt, Germany, for the VIP event celebrating the first-ever landing on a comet, in November 2014. Find out more about this [video competition](#).

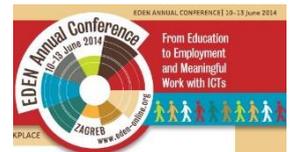
Echo360 User Community Conference in May

This conference aims to facilitate networking and collaboration amongst EMEA users of Echo360 equipment including academics, technologists, IT leaders, instructional designers and key members of the Echo360 team. It will include presentations from some of the world's leading academic institutions on how to engage students before, during and after class. It will also include the latest updates from the Echo360 team. The [2014 EMEA User Community Conference](#) will take place on 22 May 2014 at One Great George Street, London, UK.



EDEN Conference in Zagreb June 10-13

This year the annual EDEN conference will focus on e-learning at work and in the workplace and will be held in Zagreb, Croatia on 10-13 June 2014. Conference themes will include evaluation and pre- and post-training assessments: specificities in work based learning environments, measuring competence development in work based learning and enterprise-education (Academia, VET) co-operation. The call for papers is now open and extends to 31 January. For more information about call for contributions, theme and submission [visit the website](#).



Call for Papers for International Conference on Innovation in Language Learning

The European project ClipFlair (Foreign Language Learning through Interactive Captioning and Revoicing of Clips) is organising an international conference entitled Innovation in Language Learning: Multimodal Approaches which will be held at the Universitat Autònoma de Barcelona on 18 and 19 June 2014. The conference is organised around three main lines of research; ICT in language learning, Audiovisuals in language learning and Translation & Language learning. Papers are invited on new audiovisual and ICT environments for language learning. The deadline for sending abstracts is 10th January 2014. More information available on the [Conference website](#).



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