Media & Learning News

February 2014 Issue

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Take part in Media Literacy Assessment Study

Originally from the Netherlands, Evelien Schilder is currently completing her Ph.D. at Virginia Tech in the United States where she is focussed on the assessment of media literacy. Right now she is conducting a survey to gain insight in media literacy teachers', scholars', and other professionals' perceptions about media literacy outcomes, media literacy assessment practices, existing challenges, and recommendations to overcome any media literacy assessment challenges. She is looking for your help in completing this survey which you will find here.

Master class on digital media literacy for younger audiences

The EBU is organising a 2 day master class on digital media literacy on 10-11 March in EBU headquarters in Geneva, Switzerland. This course is aimed at strategists and policy-makers in charge of media literacy/safeguarding children/education, programme-makers (educational programmes, children's programmes, etc.) and partners working with EBU Members on these issues. The course will identify essential elements required to create an effective strategy for promoting digital media literacy, explore existing initiatives from public service media organisations and elaborate on the role that can be played by public service broadcasting organisations. Find our more here.

JamToday supporting applied GameJams in Europe

This new European Commission supported network will use the principles of applied game design not just to create useful and meaningful games but also to design the context (such as the classroom or curriculum) in which games can be most effectively implemented and used. Each year, JamToday will provide opportunities to collaborate at local, regional, national and European levels by establishing a series of game jams around different themes namely improving ICT skills, adopting healthier lifestyles and supporting the learning of maths. Find out more.

Call for Papers to Media Education Journal

The research journal merzWissenschaft deals with the topic of educational research and media education. The main issues investigated include the competences and skills acquired by adolescents in their daily media practice, and their relevance for growing-up and learning in educational institutions (school, non-formal education programs in out-of school contexts, activities or educational childcare-facilities). The journal also addresses media skills and competences that are acquired within formal education processes, and their relevance for adolescents' everyday lives in a mediatised society. You are invited to submit an abstract of no more than 6,000 characters (including spaces) to the editorial team (mmerz@jff.de) by 17 February 2014.

EMEDUS and MEDEAnet to present results in Brussels

José Manuel Pérez Tornero, coordinator of EMEDUS and Nicoleta Fotiade from ActiveWatch and a partner in MEDEAnet will each present the results of their research into the state of media literacy in European curricula to the European Commission group of experts on Media Literacy. The meeting, taking place on 3 February in Brussels, will be attended by a representative of each member country. The purpose of this meeting is to continue working on the coordination of European policies in the field of media literacy through sharing experiences, studies, results, etc., and thus encourage critical thinking on the use of media in education and conservation of European cinema heritage. More about EMEDUS here and MEDEAnet here.

Investigation into the skills and competences required by media professionals

The new iPro initiative is investigating the potential for a closer collaboration between the world of interactive media and arts design and higher and further education institutions for Media and Arts Design Studies. iPro is building, testing and then distributing a research based model framework that will assist the education sector to match the curriculum of their students in Media and Arts Studies with the professional requirements expressed by the community of media and arts businesses. Surveys to gather input from media professionals will be launched in February in 8 European countries. More information is available from the iPro website.

Media literacy based approach more effective in preventing smoking in US schools

A recent study carried out by the University of Pittsburgh School of Medicine and published in the Journal of School Health in the US found that a school-based smoking prevention programme centred on media literacy performed better than traditional anti-smoking educational programming. While traditional anti-smoking education focuses on health effects of smoking and resisting peer and other social influences, media literacy empowers participants to analyse and evaluate portrayals of tobacco use in media. Read the full article.

UNESCO publishes policy and strategy guidelines on media and information literacy

This comprehensive MIL Policy and Strategy Guidelines resource is the first of its kind to treat MIL as a composite concept, unifying information literacy and media literacy as well as considering the right to freedom of expression and access to information through ICTs. It is divided into two parts: part 1 is the MIL Policy Brief, and is designed for policy or decision makers while part 2 is divided into several more practical chapters explaining how MIL can function as a development tool. This resource is a

part of a comprehensive MIL Toolkit being developed by UNESCO and partners. Guidelines are available here.

Featured Articles

Study into the Media Environment of Japanese Schools

By Sachiko Imaizumi Kodaira, NHK Broadcasting Culture Research Institute, Japan

NHK (the Japanese Broadcasting Corporation) has been providing educational services for schools across Japan since the days of radio as an important element in their mission as a public service broadcaster. School radio started in 1935, and school TV in 1953, at the same time as the start of TV broadcasting in Japan. Furthermore, NHK released the online service "NHK Digital Curriculum" providing video and interactive learning and teaching materials linked to school broadcast programmes in 2001 and continues to develop its services to meet the needs of the digital age and the demands of educational reform.

Sachiko Kodaira

One of the factors that has been supporting Japan's school broadcasting in its long history, which will soon mark its 80th anniversary, is research. Analysing the data accumulated by the "NHK School Broadcast Utilization Survey" series, which the NHK Broadcasting Culture Research Institute has been conducting regularly for more than 60 years since 1950, we can see how the utilisation of school broadcasting and other educational media have been transformed under the changing media environment.

The 1990s saw an expanded use of video learning materials and the spread of personal computers, and in the 2000s the spread of the Internet, all of which further facilitated the creation of multimedia environments in classrooms. As the position of school broadcasting gradually became relatively lower, NHK itself started exploring the potential of educational services that employ new technology. "NHK Digital Curriculum" is the fruit of the effort, and now, more than ten years after the launch of the service, more schools, especially elementary schools, are starting to use the service. We are now in an age where schools use NHK's educational services in diverse ways, via TV and/or PCs, tablets to match the media environment in each classroom.

In a recent article, the authors explore the relationships between media usage and learning in the classroom by analysing the FY2012 survey of elementary, junior-high and senior-high schools across Japan. This analysis showed that digitisation had dramatically advanced in all three types of schools, with more than 90% of the schools having access to digital terrestrial broadcasts. The proportion of schools that utilise NHK's school broadcast TV programmes and/or digital curriculum remained at the same level as the previous FY2010 survey, but there was a noticeable increase in the number of schools employing "NHK Digital Curriculum", an educational service for schools available via the Internet. The survey results also suggest that "digital textbooks for teachers" which is attracting social attention, are being disseminated in schools and that there is a growing interest in the use of new media.

As the change in the media environment is expected to continue, it is important to place key emphasis on the provision of broadcast programmes and various other content that carry the essence of teaching and learning and respond to the needs of the time, rather than to set a goal on an increase in the use of media, and it is also important for the public service broadcaster to recognise its role as an organiser that offers a learning place and serves as a liaison between members of the educational circle to promote multilateral learning. Read the full report available in English here.

Scaling-up lecture capture – a perspective from Newcastle University

By Carol Summerside, Newcastle University, United Kingdom

Just before Christmas I visited Leuven with a colleague of mine to speak at a REC:all event focused on lecture capture at scale. Our aim was to give an insight into how we have dramatically increased the use of recorded lectures at our university, why this mattered to us and some of the lessons we have learned along the way. We wanted to share some of this knowledge with the community more widely, in the hope that our story will help other institutions that are trying to extend their use of lecture capture.

Carol Summerside

In 2007 we became increasingly aware of research coming out of Australia and the US that showed the growing uptake of lecture capture. It was clear that even at this stage there was a fledgling user community of innovative universities that wanted to see how recording lectures could positively impact on students and academics.

A lecture capture pilot scheme was devised and implemented with clear objectives in mind. As well as technical considerations around scalability, we also made an important decision around the nature of our recordings themselves – to capture just audio and PowerPoint/screen content. We felt that by not pushing video, this would make academics more likely to accept the concept of recorded lectures. We believed that this would also make the captured content significantly different from the real-life lecture experience and we were very keen that the recordings should not be seen to replace live lectures.

We began our pilot with six installations and a pioneering team of staff willing to give it a go. Underpinning this, we had an Education Steering group which brought together IT staff and academics to make sure the project met everyone's needs. This was very crucial to the success of the project; particularly as we also included some sceptics in the group.

The pilot was well received and increased to 20 installations. The system was set up on an opt-in basis and we were one of the first universities to integrate lecture recording with our timetable system. It was key to make sure academics had the system available to them at the times they needed. We focused on ensuring we could facilitate lecture capture in high-use, high capacity lecture theatres, primarily recording undergraduate lectures. With use of the system spreading, we also created a team to support the lecture capture system full-time.

In 2012 we reached a turning point in our use of lecture capture. With the rise in student fees coming into effect, our senior management team wanted to reconsider our proposition to prospective students. We were essentially posing the question – what can you expect as a student if you

come to study at Newcastle University? Obviously many things formed part of that answer, but one of them was that we wanted to be able to offer the capability to record all undergraduate teaching. The implication for our lecture capture system was that to enable campus-wide uptake, we had to move to a more scalable underlying technology. It was at this point that we transitioned to Panopto as our lecture capture provider. We did not want to lose any of the functionality we had enjoyed with our previous system, just to augment what we were doing and make it possible to embed lecture capture even more thoroughly at the university. Panopto allowed us to do just that. A key decision at the outset was to use our own internal branding – ReCap – for the lecture recording system, to give us the flexibility to change the back-end technology, which meant that the changeover was more or less seamless to our end-users.

We are now recording lectures at a mass-scale with Panopto and it's amazing to think how far we have come over the last six years. One thing that has become increasingly important, given the huge number of recorded hours we are generating, is quality control. We actively monitor recordings to make sure the audio and visual aspects reach an appropriate standard and so that we can identify any issues early on. As you can imagine, this is no mean feat, but we have actually started getting students involved in doing spot-checks – fitting really as the recordings are ultimately all about giving students access to the learning materials they need to succeed.

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.

Supporting primary school students with their writing in the 'City of Film'- Summary of a film literacy PhD

By Franziska Florack, University of Bradford, UK

Bradford in Northern England has been at the centre of moving media developments since the mid-19th century. Whilst the first film was shot down the road in Leeds in 1986, Bradford boasted a wide range of early camera manufacturers, the first same-day film production and screening and finally the opening of the National Media Museum in 1983. In 2009, Bradford was instated as the world's first UNESCO City of Film; a commendation

Franziska Florack

which has further increased the area's potential to enjoy and make films. As part of the initiative, primary school teachers in the area were trained to provide 'media literacy' lessons where children were encouraged to analyse and produce films.

My PhD project discusses the impact of this film literacy initiative on motivation and attainment in ten year five classes (age 11 to 12). The scheme was originally founded on the premise that the use of film could increase both traditional literacy levels in the multicultural Bradford as well as children's media awareness and understanding. While authors such

as Guy Merchant, David Buckingham and Kathy Burnett have long argued for the importance of a balanced media literacy curriculum, their voices are quiet in comparison to the on-going debate about children's low literacy levels, which dominates the newspapers regularly. This concern has shaped the PhD and inspired its methodological approach.

The use of film in schools has previously shown to inspire a high level of pupil excitement and engagement, to increase test results, improve critical understanding and written communication. No quantitative study as of yet has discussed why and how film can have a positive effect on students.

This PhD will present the first longitudinal research into the impact of the use of moving image media on attainment levels in writing. Focusing on quantitative research will contribute to answering the call of the British Film Institute which argued that 'we need to find out what's unique about film, why use it, with the objective of showing how attainment levels can be raised by using film as a tool'. Broadly – and rather more cynical – it also supports the demand of UK Culture Secretary Maria Miller, who began her office in 2013 with the aim that 'we must hammer home the value of culture to our economy'.

Research takes the form of quantitative and qualitative interviews and questionnaires. Writing grades are also compared across the year. Students are questioned on their feelings towards film and writing to establish whether there is an active connection between the emotional engagement that film provides and an increase in motivation for and quality of writing. Although there is very little research in this field, some existing data suggests that moving images have the potential to increase interest in the topic, generate high level of satisfaction and increase students' academic achievement and feeling of fulfilment – all of which could have a positive impact on writing attainment.

Thoughts on the project are regularly published as part of the blog http://www.filmliteracyphd.co.uk and via the twitter feed @filmliteracyphd.

Tools of the Trade
Digital Clapper

If you shoot video with a DSLR (digital stills camera) or with multiple cameras, you may want to use an external sound recorder, also handy as back up when you have very little time to set up and you want to be 200% sure that you get audio. In the edit room, you will see how difficult it is to get audio and video tracks back in sync. This app comes to the rescue: it simultaneously generates a visual cue and a short sound beep, just like using an ordinary clapper board or like clapping hands. The app also has a colour chart, a time code generator and allows for the creation of rated shot list. A perfect pocket assistant for all kinds of video making. (free, Android)

Resources of the Month

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

- Facebook Guide for Educators is a resource that provides a lot of ideas on how to use Facebook in education.
- Lyrics Training, learn languages by singing, a website full of clips and videos that invite you to sing along with the lyrics.

- [SH.A.RP. Kit Teaching and Learning Digital Media](#) provides teachers with materials that can be used to help improve students' competences about and through new media technologies.
- [RTÉ Libraries and Archives](#) provides archive footage from the national public service broadcaster in Ireland
- [MIL Media & Information Literacy](#) supported by UNESCO is a large clearing house of information and resources on policy and teaching of media literacy worldwide.

MEDEA News

Media & Learning Conference 2014

The Media & Learning Conference 2014 will take place on 20-21 November 2014 in Brussels. Aimed at policy makers, service providers and practitioners, the fifth annual Media & Learning Conference will continue the success of Media & Learning 2013 which attracted 269 people from 27 countries with a packed programme of talks, discussions and demonstrations. Interested individuals, project teams, institutions and organisations are invited to submit proposals to give presentations, demonstrations and workshops at this conference, the closing date for submissions is 31 May, 2014. More information including the public call for input will be available from the Media & Learning Conference [website](#) shortly.

MEDEAnet spring webinar series programme

The MEDEAnet project team have launched the programme for the next round of webinars in the winter-spring season. This series kicked off with a webinar on 23 January bringing together 2 of the finalists in the annual MEDEA awards and will continue on 20 February with a [webinar on using media-based resources in the classrooms](#). Two specific sources of content will be featured in this webinar which starts at 16.00 CET, they are Historiana and Europeana. The season continues with webinars on 20 March (E-Book Creation), 10 April (Digital Ethics) and 15 May (Social Media Use in the Classroom). You can find out more and register for free for any of these webinars [here](#).

Related Awards Schemes & Events

Royal Society of Chemistry competititon

The Royal Society of Chemistry in the UK has launched the annual Bill Bryson Prize which is designed to recognise and encourage excellent science communication in schools and colleges by encouraging students to think creatively about science. The competition is open to students aged 5-18 with entries accepted in any format as long as they accurately communicate science. Recent entries have included videos, podcasts, posters, even cartoons, songs and poems. The deadline for receiving entries is 31 March 2014, you can find out more [here](#).

US Media Literacy Research Symposium in March

Fairfield University in the US are organising a symposium on their campus on media literacy on 21 March. The rationale put forward by the organisers is that there is a growing demand for more research in the media literacy field and with this symposium they plan to address this demand by bringing together current scholars, new researchers, graduate students, educators and others who have a vested interest in opening this field and moving it forward from all over the world. The symposium takes place on 21 March at Dolan Business School, Fairfield University. If you are interested in attending, please find more information [here](#).

EFQUEL and LINQ joint conference in Crete in May

This year the 9th EFQUEL Innovation Forum will be held in conjunction with the LINQ conference in Crete on 7-9 May. Under the motto "Changing the Trajectory – Quality for Opening up Education" this conference will address innovations and quality in lifelong learning, education and training: potential points of access to this field include new learning methods and design, technology-enhanced learning, quality standards and certification, human resources development, competences and skills, digital resources, learning materials, and online collaboration and communities. Visit the conference [website](#).

EDULEARN14 in July in Spain

The 6th International Conference on Education and New Learning Technologies EDULEARN will be held in Barcelona, Spain on 7-9 July, 2014. The deadline for submitting abstracts is 3 April. EDULEARN has become an annual meeting point for lecturers, researchers, professors, educational scientists and technologists bringing together an average of 700 delegates from 75 different countries. More information is available [here](#).

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