Media & Learning News

Official newsletter of the Media & Learning Association

July 2014 Issue

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FilmEd Learning Experiences workshop

The FilmEd project team organised a workshop in Barcelona on 12-13 June to share film literacy experiences and audiovisual practices developed over the years in European schools. The main aim of this workshop was to share experiences, discuss strategies and create and develop international cooperation links. Read more about FilmEd here.

Creative video for deaf communities

ViduSign is a new initiative all about exploring the creative use of video production for young deaf people, investigating how video can support creative discovery and problem-based learning using a multiple communication approach. This 2 year project coordinated by Kulturring in Berlin is working transversally, across different countries, to help young deaf people, aged 15 to 24, in their education and vocational preparation. The project is developing six video models that go from beginner to advanced level, and helping teachers and learners to get involved in the creative use of video. For more information about the methodology and the project background, please see here.

Share your ideas about innovative practices in ICT supported learning

VISIR is a 3 year network initiative involved in collecting, analysing and sharing micro innovation practices in the field of ICT for learning. The project consortium which is made up of seven European networks in the field of learning innovation and two well-known research institutions is currently formulating a number of key messages for those concerned with ICT enhanced learning innovation. To help them in refining these messages, the partnership has launched a call for input and invites all teachers, managers, researchers, students and policy makers interested in this topic to complete an online survey. For more information about VISIR, visit the project website.

Workshops helping girls and women learn how to code

Coding teaching and learning is becoming popular, especially for children and youngsters. But what about girls and women in particular that often fall behind or lack motivation? Rails Girls aims to open up technology and make it more approachable for girls and women, deliver tools to build their ideas and learn to see the web as a platform to express them. Founded by Linda Liukas and Karri Saarinen, the first Rails Girls event took place in Helsinki in 2010 and has expanded to dozens of different cities around the world, organising coding weekend workshops for girls and women. The Rails Girls website also provides guides in seven different languages that are built to provide learning tools and make the first coding experience possible. For more information and future workshops in different countries, please see here.

Kaltura announces new solutions at Kaltura Connect Conference 2014

Kaltura Connect 2014' took place last month in New York. The hugely successful event featured 60 sessions by 113 speakers, with over 1,200 attendees from 21 countries, and nearly 5,000 global viewers tuned into the live stream. Product related announcements made during 'Kaltura Connect' focused around building out the Kaltura platform with additional features. A new lecture was announced called CaptureSpace which is positioned towards educational institutions. CaptureSpace, based on Kaltura's Open Capture Standard, will support the capture and synchronization of multi-source video files and presentation slides into the Kaltura video platform and be surfaced in the MediaSpace video portal. It will also support indexing, text search, chaptering and rich metadata. CaptureSpace will also use another announced product: Kaltura REACH for video discovery and search. REACH will integrate with third party speech-to-text tools to generate transcripts for search and accessibility.

eSafety label available for schools

On June 10, European Schoolnet organised a session about the eSafety label initiative. Several organisations including educational authorities, leading ICT companies and European Commission representatives gathered at the Future Classroom Lab to highlight the importance of the label at political level, share insights from a teachers' perspective and present results and further developments across Europe. The eSafety Label is a European-wide accreditation and support service for schools, created by a number of leading companies (Liberty Global, Microsoft, Telefonica etc.), European Education Ministries and European Schoolnet. For more information about the eSafety Label, click here.

Video workshop on capturing innovative science teaching

In the SAILS project, partners in 12 countries are working with teachers to develop effective assessment approaches for Inquiry Based Science Education. Showing good classroom practice is a challenge and so an initiative to train trainers on how to capture good practice on video has been launched with the first workshop held in Dublin on 22 June. Find out more about SAILS here.

Film Literacy projects funded by EC announced

The new European Commission Creative Europe programme has announced its first round of projects to be funded under the Media call. This call for proposals included a specific reference to film literacy projects which aim to stimulate better cooperation between film literacy initiatives in Europe to improve the efficiency and European dimension of these initiatives. You can see the selection results here.

Featured Articles

FWU: Media Portal for Schools

by Dr. Susanne Friz, media expert at FWU, Munich, Germany

The Institut für Film und Bild in Wissenschaft und Unterricht (FWU) is Germany's leading producer of audio visual, didactic, and interactive media for schools. It produces educational films, didactic DVDs, learning software as well as internet applications for almost all school subjects and cross-area topics, as well as fictional movies for children and young people. It was the first producer of educational DVDs in Germany, making didactic use of new picture, audio and scene

Susanne Friz

selection features which are part of the DVD standard. It was founded in 1950 as a non-profit corporation with the 16 German "Länder" (federal states) as shareholders.

FWU has produced its own Media Portal with 4.400 online media including sequences, pictures, animations/simulations and worksheets in order to make it easier for schools in using the media in the classroom. Students and teachers can either work online with the media or can download them. All productions are accompanied by comprehensive material for teachers and educators. Every year about 60-65 new titles are added to the portal.

Apart from the production of media, it is a major objective for FWU to provide independent information and consultancy on all pedagogical and technical questions regarding educational media, both on linear and interactive concepts and the use of telecommunication for learning. FWU therefore provides new services to the federal states in Germany concerning media-pedagogic issues, the electronic distribution of media to schools directly and the start-up and operation of media-platforms. The technical and organisational possibilities have been tested in the past in projects and have now been applied for constant use among media centres and other partners.

Besides its own portal, FWU is co-founder of the German Eduserver (DBS) and is responsible for the content of the sector "school". DBS contains about 30,000 educational metadata records, linking to external resources, e.g. on school servers. The metadata is stored conforming to Dublin Core. Links can be suggested to editors by teachers.

It is also a partner of several EU projects (e.g. Eurodelphes, MDE, ETB, Scalex, eCOLOURS, EdReNe, MELT, ASPECT). The most recent one is European History Crossroads as pathways to intercultural and media education (EHISTO). The project aims at establishing intercultural and media-critical competence within the civic and history education in Europe by using two multi-perspective and transnational historical topics: "The 'outbreak' of World War One" and "Columbus and the 'Discovery' of the 'New World'".

The subject matter to be analysed includes commercial popular history magazines, which often emphasize one-sided national narratives.

The partners of the project created twelve motivating transnational Learning Objects with interactive elements. Each learning object is provided with a brief outline of the tendencies which influence the topics presentation in the relevant national history books, possible tasks for critical thinking about the chosen national popular magazine articles and additional teaching material. If you work in the area of education and would like more information go to the FWU website or contact Susanne Friz (susanne.friz@fwu.de).

Could this revolutionise the way you give feedback?

By Russell Stannard, founder of www.teachertrainingvideos.com

In 2000, I saw someone using screen capture software for the first time. Screen capture allows you to record the screen of your computer as if you had a camera pointing at the screen. It also records your voice. So you can open up your student's work onto the screen, mark and highlight their work, turn on the screen capture software and then record yourself correcting their paper. The resulting video, can then be sent to students who can listen and watch the video. You will find some examples here and here.

Russell Stannard

In 2006 I used the idea with a group of 11 students studying English. The feedback was very positive and I realised that the idea had enormous potential. My work was covered by the Times Higher and then led onto various awards, an appearance on TV and was even included in a report handed to the UK government. I have presented the idea in 26 countries around the world.

My original work was done using Techsmith Camtasia but though it is a technology I use extensively, it is not ideal for the feedback idea. I prefer JING, which is a free tool and basically does the whole process of recording, compressing and making ready for distribution in one click.

Research is growing and in Canada, Jérémie Sérror worked extensively with JING and found it be to very popular with his students. In Norway Peter Mathisen looked at using the idea across different subjects and in the UK the Open University used the idea on distance learning courses. They all highlight the following

- Much more feedback can be provided. Teachers are able to elaborate and develop points.
- More personal. Students like hearing the voice.
- Multimodal delivery. Perhaps useful for dyslexic students.
- Very versatile. Can be used in a whole range of subjects and contexts.
- Good for developing stronger bonds with students. Especially relevant to distance learning courses.

JING is incredibly easy to use and you can download the software and start working with it in minutes. My help videos have been watched something like a 100,000 times. You do need a good internet connection and so do your students. Anyone can view the videos you create, so sharing is easy. I really suggest you give it a try; it can really impact on your teaching and learning.

"Audiovision" to train teachers of Nigerian Nomadic children

By Jack Koumi, Educational Media Production Training, UK

According to reliable online sources for Africa, access to the Internet in 2011 was 16%, and 600 million Africans had no access to electricity. Yet there are very few low-tech initiatives aimed at bridging this e-learning divide. One such initiative, for Nigeria, was funded by the Commonwealth of Learning in 2011/12: the use of audiovision for in-service teacher training. Audiovision (a term coined by the UK Open University) is a composite medium in which visual materials, in a booklet, are customised to integrate with audio commentary.

Jack Koumi

During four visits to Nigeria in 2011, I coordinated the production of six audiovision packages. These were delivered to in-service teachers in six workshops in Feb-Mar 2012. In each of the six audio recordings, the Audio Teacher (the Narrator in the recording) introduces recorded parts of a Primary School lesson conducted by a master school teacher. For each part of the lesson, listeners view visual materials consisting of individual Frames (similar to PowerPoint slides), of three types:

A. Copies of the master school teacher's teaching aids
B. The master school teacher's teaching techniques
C. How the techniques help the pupils learn.

The Audio Teacher invites the in-service teachers to reflect on the rationale for each teaching technique, as outlined in Frames of type B, then gives his/her own opinion of the rationale, outlined in the Frames of type C.

For such audiovision packages to be pedagogically effective, many design principles need to be utilised, in several categories:

- Navigational guidance and student control
- Use of language
- Layout of frames
- Relationship of images and text to audio commentary
- Interactive elements
- Educational story-telling

Comparison with "Interactive Radio Instruction"

Dozens of programmes in Africa have used Interactive Radio (IRI) to guide schoolchildren through activities, games, and exercises that teach specific subject matter. Developers of IRI claim that the method helps teacher training because it models how to organise effective learning activities. However, the strength of this claim is contested below.

1. Unlike IRI, audiovision materials take the form of a truly composite medium, in which the printed materials are central to the instruction and need to be scrutinized continuously throughout the audio presentation. Hence the visual and auditory modalities are employed in parallel, which is how their synergy comes to pass – how and why the visuals and audio reinforce each other. The use of complementary visual material is what widens the scope of audio – enables the coverage of more topics, in more detail, at greater depth.
2. Our audiovision materials are addressed exclusively at teachers, describing and illustrating teaching methodology. In contrast IRI provides classroom lessons to pupils.

3. Listeners of audiovision can pause the CD for as long as they like, unlike IRI where pauses are restricted to between 3 and 10 seconds. Hence Audiovision activities are considerably more substantial.
4. It is unrealistic to expect that poorly trained teachers could adapt the IRI techniques to other subjects and grades (as IRI proponents claim). More likely the ill-trained teachers will surrender their self-reliance and develop a culture of dependency on the IRI lessons (for as long as they can access the materials).

Tools of the Trade

Everything you wanted to know about film and video making

By Mathy Vanbuel, ATiT, Belgium

This month no app but a real treasure trove: Tobias Deml, a German film student in Los Angeles, collects in his blog called [Filmmaking Links, Tutorials & Knowledge](#) useful information, tips and tricks for the creative film and video maker. You will find information about joining specialised discussion groups, communities and fora about issues such as the use of the RED cameras or on DivX coding, you will also find tutorials and instructions about all aspects of production, from writing, producing, directing over sound recording, rigging and grip (with nice sections on DIY) to special effects, editing and much more. Tips on lighting, on selecting the right microphone… Or are you just curious how to make a wine glass that breaks in your hands without cutting oneself? You will find here everything you always wanted to know about film and video making. The blog is not the prettiest or most user-friendly and it may get outdated if the author stops maintaining it, but for the time being it is a real find.

Resources of the Month

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

- [Flipping the classroom](#) Slide presentation (In Greek) on educational model «Flipping the classroom» and the innovation that it can bring in education
- [Consumer Classroom Website](#) Provides an extensive library of consumer education resources from across the EU, to help prepare lessons.
- [Learning language on social media](#) Free online language learning where the community is made up of language enthusiasts: teachers, language experts, other language learners, and native speakers proud of their language and heritage.
- [CEOP's Thinkuknow Internet safety](#) A website that provides tips, information and video content concerning internet safety for parents, teachers, and children of different age groups.
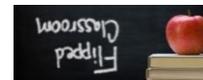
MEDEA News

Media & Learning Association membership growing

The Evens Foundation and Kaltura are now officially members of the Media & Learning Association, which now includes 22 members. The Evens Foundation initiates and supports sustainable projects and awards biennial prizes that contribute to the progress and strengthening of Europe based on cultural and social diversity. Kaltura runs the world's first Open Source Online Video Platform, providing both enterprise level commercial software and services, fully supported and maintained by Kaltura, as well as free open-source community supported solutions, for video publishing, management, syndication and monetization. The association is currently involved in a membership recruitment drive and new members can avail of a special joint offer of annual membership and registration of one participant at the Media & Learning Conference for €600.

Charting Media and Learning in Europe 2013 Report published

The last of the annual 3 part MEDEAnet series has just been published. This series aims to provide a general description of how media education and media literacy are dealt with in 7 different European regions and countries.

This final report focuses on teacher education and underlines several important issues while at the same time it observes the degree of diversity that is evident across the countries and regions studied by the research team. This diversity relates to the terms and definitions that are used and also relates to the way that media literacy is or is not specifically integrated in the curriculum of compulsory education systems. The report emphasizes the importance of high quality teachers and high quality teacher training, as a crucial factor in making teachers more aware of the value of media education and media literacy and provide them with the competences and attitudes to play an active role as change-makers in education. You can download the full report here, the other reports can be found here.

Related Awards Schemes & Events

EADTU conference 23-24 October in Poland

This year the annual Open and Flexible Higher Education Conference organised by EADTU will be hosted by the AGH University of Science and Technology in Krakow in Poland. The theme for this event this year will be "New Technologies and the future of Teaching and Learning" and the agenda will focus on how online teaching and learning affects higher education on all levels with innovations in pedagogical models and curriculum development. To find out more, visit the conference homepage.

Telecentre conference 24-26 September in Croatia

This year the annual Telecentre Conference will focus on the eSkills that are required for the 21st century workplace, in connection with the European Commission's running campaign eSkills for Jobs. Organised by Telecentre Europe and co-organised by European project leaders (UNITE-IT, Trans e-facilitator and TMA -Telecentre Multimedia Academy), the event will gather Telecentre leaders, representatives of digital empowerment organisations and stakeholders from at least 20 countries. One of the core themes will be media literacy and the skills and competences required by multimedia professionals to set up and expand multimedia production services. Find out more here.

Digital media + learning competition deadline 3 November 2014

The Trust Challenge is the fifth Digital Media and Learning international Competition. This competition is open to museums, libraries, schools, community organisations, app developers, researchers, colleges and universities, and other institutional/organisational partners willing to explore how technologies are changing the way people learn and participate in daily life. Competitions in the past have awarded more than 100 projects with over 10 million dollars, for mobile applications, websites, games, social networks and platforms. Applications open on 3 September 2014 and close on 3 November 2014. For more information about how you can enter, see here

WISE Summit in Qatar 4-6 November 2014

The WISE Summit is part of the World Innovation Summit for Education (WISE) initiative established by the Qatar Foundation in 2009 to support innovation in education, create a global multicultural community and produce fruitful dialogue to meet the need of future learning generations. This year the summit will take place in Doha, Qatar under the theme "Imagine-Create-Learn: Creativity at the Heart of Education". The three-day Summit offers a convivial environment for interactive discussions with speakers, experts and members from the WISE Community. An important highlight of the WISE Summit will be the announcement of the 2014 WISE Prize for Education, rewarding an individual or a team for an outstanding contribution to education. Find out more here.

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