Media & Learning News

August 2014 Issue

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OER Research Hub survey results: impact of open textbooks

'What is the impact of Open Educational Resources (OER) on learning and teaching practices?' The OER Research Hub provides a focus for research and identifies its influence worldwide. The aim of the project is to provide an OER dissemination map (a geographical interactive map of OER impact, policies, and projects), research tools, a range of media outputs and a series of project reports. The latest report of the research team about the use of open textbooks by both educators and students and a description of the results can be read here.

Machinama: teaching in a virtual world

"Making and Using Machinima in the Language Classroom" is a guide to encourage teachers and learners to create videos in virtual worlds (machinima) for enhancing language lessons. Written by Carol Rainbow & Christel Schneider, the guide is linked to the CAMELOT project which provides the technological and pedagogical know-how for teachers to create and adapt machinima for their own particular EU teaching environment. The first part of the book demonstrates what can be achieved with machinama and the second part teaches people how to make machinima in a virtual world. For more information including how and where you can buy this guide, see here.

Apps for good project

Apps for Good is an open source technology education movement that collaborates with schools and learning centres with creative learning programs. Teachers act as guides through the programme, connecting students to developers and experts, learning how to use new technologies, coding, creating apps, designing and making digital products and taking them to market. The annual Apps for Good Award recognises the top apps created by student teams in the course. Becoming an Apps for Good Education Partner is free of charge for non-fee paying UK schools, colleges and not-for-profit learning centres. For more information and applications, see here.

LeHo Project: ICT for home & hospital education

The LeHo project is part of the Lifelong Learning Programme funded by the EU and organised by an international network of partners. The aim of the project is to explore and design ICT-based solutions which will enable children in hospitals, receiving home therapy, or who are attending school part-time due to illness, to improve their access to education. Partners plan to identify good practices especially related to students with a medical condition. The network is also planning to verify the impact of technology on the methodology and pedagogy of home and hospital education. For more information, see here.

Savivo turns to crowd-sourcing

Savivo are developing and producing the Mingoville Watch which complements their Mingoville Fun Clock App. This completes the natural process of learning how to tell time and getting your first watch. With both a digital and a physical component, this learning package is intended as a way to make it easier for children to learn to tell time. In order for the project to go further, Savivo are currently looking for $10.000 through crowdfunding

Teachers expected to be adept at variety of ICT approaches according to new NMC report

The New Media Consortium (NMC) Horizon Project was launched in 2002 and charts the landscape of emerging technologies for teaching, learning, research and creative inquiry on an annual basis. Several significant trends are highlighted in the recent 2014 K-12 report including the trend towards higher expectations of teachers in terms of their use of technology. According to NMC "teachers are increasingly expected to be adept at a variety of technology-based and other approaches for content delivery, learner support, and assessment; to collaborate with other teachers both inside and outside their schools; to routinely use digital strategies in their work with students; to act as guides and mentors to promote student-centered learning; and to organize their own work and comply with administrative documentation and reporting requirements". For more information, see here or download the full report here.
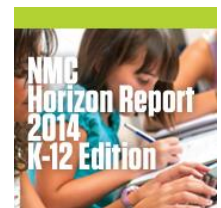
Open training course about teaching mobile students now available

The PUMO Teacher Training Course supports teachers who teach children temporarily residing in a foreign country and helps them maintain progress in the curriculum and language of their home country. This multilingual training programme is available online and includes: 1) information about the latest concepts in multicultural education and intercultural pedagogy, 2) Reinforcement of teacher's practical skills and designing e-learning materials, 3) Improving learning quality with recent innovations in distance and technology-enhanced learning 4) organisational and networking skills among teachers. More information here.

The Multilingual Families project publishes eStorybooks

The Multilingual Families is an EU project targeted at preserving the languages and culture of immigrants and the many families with parents speaking different languages. The project recently published two storytelling e-books for children that motivate and show why children should learn, use and retain languages. The e-books are for two different age groups; 0 to 6 and 6 to 10. The project welcomes an evaluation of their publications with an online survey.

Featured Articles

Creative Use of Digital Tools in Initial Teacher Education

By Anne McMorrough, Lecturer in Education (ICT), Marino Institute of Education, Dublin

A broad body of literature today highlights the importance of preparing the future generation of teachers for a digital world. In my experience as a primary school teacher and ICT lecturer however, student teachers at the initial stages of a *School Placement* experience can sometimes find it difficult to grasp how the creative use of digital tools can support teaching and learning. This article describes some of the ways I explore this issue with undergraduate B.Ed. students at Marino Institute of Education, Dublin.

Anne McMorrough

In the beginning, students often express concern around how to identify and adapt quality, age/stage-appropriate resources from the vast volume of content available to them. In lectures (workshop-style), they therefore enjoy exploring different types of digital content that could usefully be applied to particular class settings. Excellent examples of images, historical archives, maps, interactive resources, games, audio, movies etc can be found across a variety of websites such as SeomraRanga; Scoilnet; ICT Magic, BBC Schools and The Literacy Shed. Guided and facilitated through curricular-based tasks, students work in small groups to explore this content with a view to collaboratively developing creative lesson ideas and activities. Afterwards, they informally critique their ideas with their peers using a 'TeachMeet' approach and then share out-turns to GoogleDocs for future development or application in the classroom.

To build upon this early work, students are also encouraged to prepare for lessons that incorporate a range of pedagogies and tools to interactively engage every child in the class. While they appreciate how ICT can support this process, it can be daunting to conceptualise if class sizes are big or resources are limited. To address this concern, considerable time is spent in advance of the *School Placement* experience exploring certain tools/apps that can address this issue, many of which are free or can be used off-line. One simple, creative approach students find helpful is to think in terms of a more cross-curricular topic that captures the children's imaginations such as 'World Cup 2014' for example. Here, some children could explore aspects of 'Brazil' as the host nation using collaborative tools like Padlet, GlogsterEdu or Blendspace while others could engage by creating 'World Cup interviews, news reports or radio-style advertisements' using podcasting tools like Audacity or Audioboo. Similarly, small-group project work on a 'participating player' using colourful/rotatable text, images, YouTube clips etc is easy with Prezi for Education and if time allows, some class groups could create a short 'sports movie/animation/game' using Windows Movie Maker, Animoto or Scratch to demonstrate learning. Experimenting with how this process can play out in a primary class setting also enables students to explore how teaching and learning can be

extended and shared beyond the classroom walls through a school blog, a network of primary school blogs such as Seas Suas (in Ireland), a community of schools like eTwinning, or tools such as Skype in the Classroom and Twitter (also see #edchatie), providing an authentic audience for everyone concerned.

On reflection, much has been learned through this process of experimentation. As progress evolves we hope to share further experiences regarding the creative approaches that enable digital technologies to support teaching and learning in the primary classroom.

### Learning analytics and the use of online video by students

Pierre Gorissen, senior consultant / researcher, Educational Development and Research department, Fontys University of Applied Sciences, the Netherlands

MOOCs, web lectures, flipped classroom. Three popular topics that every teacher has certainly heard of and may already have experience in. They all have at least one component in common: the extensive use of online video. In this article, we will discuss the need for learning analytics tools with regard to the use of these online videos by students.

Pierre Gorissen

There already has been a lot of research into the use of online video by students. Often that research is done using questionnaires. However, it has been shown [1] that it is better to look at what students actually do, instead of just taking what they say at face value. For example, when asked how much of the recordings they usually watch, students overestimated their usage considerably when their answers where compared with the data available in the server logs of the lecture capture system. In their self-report, 70% of all students in the research indicated they usually watched 75%-100% of a recorded lecture. The log data showed that this actually was only the case for 2.7% of the students. The vast majority of all students (69.8%), on average requested between 10%-25% of the video of each recorded lecture.
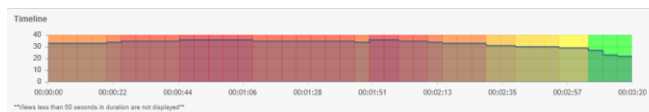
1 heat map of the actual use of a short recording

The logs also showed that students usually only watch the recordings when they feel there is a need to watch them. In itself that is a good thing, but their use often was limited to the week before the exam. And that may not be the preferred learning strategy for most students. It also did not match with the much more diversified use, for example to prepare for a lecture or while doing regular homework that was reported by the students.

The goal of learning analytics is to understand and optimise learning and the environments in which it occurs by means of measurement, collection, analysis and reporting of data about learners and their contexts. Some lecture capture systems already offer quite extensive and useful reporting and analytics tools. The figure above shows an example of a heat map created of the actual use of a short recording. Red colours indicate areas of the recording that have been watched more often, yellow and green are less often viewed parts. This gives a lecturer quick and direct feedback on the use of a recording. Other options include combining the data collected

by the lecture capture system with data from other systems, like the use of the virtual learning system, scores for tests and other demographics of the students. This is all part of an attempt to get a more complete picture of when, why and by which students the recordings are being used. For this to be successful however, we need a closer collaboration between system suppliers, data scientists, educational technologists and of course lecturers and students.

The journey of integrating social media and apps in your classroom

By Astrid Ottenheym, Senior educational advisor / manager innovation & business development Innofun, the Netherlands

We developed our 6 steps pedagogy of blended learning as a way to support the integration of social media and apps in lessons. The integration of social media and apps often happens nowadays though the use of tablets. The last few years we co-created with our customers a way of working with tablets using the 6 steps pedagogy of blended learning.

Astrid Ottenheym

In our journey with schools we train teachers in using social media and apps with their students using this pedagogy based on this 6 steps blended pedagogy. In this article we provide an example as to how this is done.

At the start of the journey, the competence level of teachers concerning social media and ICT is checked by using an online scan and a telephone interview. At the same time we ask our participants their own learning question. What do they want to learn, what will define their level of satisfaction at the end of the course? These learning questions differ from getting to know which apps are available and how can I work with just a few tablets? How do I organise my classroom and how do I measure results using apps?

In the first face-to-face meeting, everybody gets together and defines their own goal for development. Individual as well as collective goals are set, so schools' general interests are also covered.

The second step is to gather information and make a selection. Participants are facilitated by an APP-discovery session: they will get to know a few apps and start using these on a tablet right away, both as individuals as well as in groups. They also get some insight in how and where to find appropriate apps for their own classrooms. After this face-to-face session, teachers start experimenting in their own classroom. To make sure participants share their enthusiasm and ask questions, a learning platform is available to enable them to keep in touch and help one another. By doing so they use the learning platform to share ideas and to ask questions.

In the next phase participants prepare a lesson based on the 6 steps blended pedagogy and share this with their colleagues using the learning platform. This is called learning interaction: important elements are sharing, working together, learning together and creating together. Of course, after preparing this lesson, the best way to see if it works is to actually use it and watch the reaction of the class. If possible participants of the course observe each other.

After this process of creating and executing a lesson, a meeting is arranged in which experiences are shared by participants. Presentations show what apps and social media have been used and which didactical choices were made. Feedback during this meeting is very important. Based on this last session, a didactical repertoire for the school in total is created.
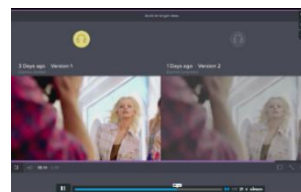
Do you want to learn more about this pedagogy or the way we implement it? Email astrid.ottenheym@innofun.nl or daniëlle.kooistrat@innofun.nl

Tools of the Trade

Tools for team based media production collaboration

By Mathy Vanbuel, ATiT, Belgium

Looking for a way to share your video production work while it still is in production, for example for previewing or reviewing with your client or director? Vimeo offers some limited possibilities to securely share a video and allow others to privately comment but the functionality on Vimeo is quite limited: e.g. annotation, rearrangement of clips or side-by-side comparison is impossible. Secure collaborative video workflow platforms such as ScreenLight.tv (http://www.screenlight.tv/ not free), Wipster (http://wipster.io not free), Sony's Ci (https://www.sonymcs.com/ free) or Frame.io (http://frame.io/ which is expected to launch in the coming weeks) may be of help: these platforms allow you to upload source media (in some case as much as 5 TeraBytes!) with all related materials into a private workspace where colleagues, clients or experts can come to review and comment on your video. Uploaded videos normally stay within their native format, the reviewing process is supported by transcoding them to mpeg-4 or similar for viewing purposes. Services like these allow for accurate annotation within the image, side-by-side comparison, alternative versions etc.

Resources of the Month

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

- **Unsplash** A website with a collection of free (no copyright) hi-resolution photos, made by Unsplash and its community.
- **JISK Infokit** released by JISC Digital Media provides a step-by-step guide to planning and preparing your video shoot.
- **Azahar Portal** Free applications and digital tools to help to improve the quality of life and autonomy of people with autism or intellectual disability.
- **Film English** A user friendly website that uses short films to promote cine-literacy in the language classroom with lesson plans for teachers

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MEDEA News

New school year: New Webinars!

The MEDEAnet project will organise a next round of webinars on the topic of Media & Education in the new academic year. This series kicks off with a webinar on 18 September on **"**Cultural education and the role of media", following in October with a webinar on "Programming as creativity", registration links will be available at the end of August on the MEDEAnet website. The Media & Learning Association will also launch a new webinar series on the topic of Video Use in Higher Education. More info will be announced in August on the website.

Media & Learning Agenda

The Media & Learning Conference programme will be launched in August and is jam-packed with expert inputs and opportunities for discussion on relevant topics. Educational gaming will feature with speakers from Kweetet and Jam Today, speakers on the topic of media literacy will include Tim Verbist from the Evens Foundation, José Manuel Peréz Tornero from EMEDUS and the UNESCO Global Alliance for Partnerships on Media & Information Literacy. This year's master classes will be given by Lego Education on digital storytelling tools and teaching programming and Moovly on making animated videos. Take part in pre-conference workshops on Video in Higher Education and the HoTEL project about developing and testing a support model for innovation in technology enhanced learning.

MEDEA Awards: Call for Judges

After last year's highly successful competition which attracted 342 entries and involved 118 international judges we are expecting to have a very busy edition this year. The call for judges for this year's MEDEA Awards is open to volunteers that have relevant experience in the field of media, technology, video, education or training who are interested in evaluating entries and finding the winners of this year's edition. Judges are requested to dedicate between 5 and 10 hours of their time in October to viewing and scoring a number of MEDEA entries using an online judging system. If you wish to become a judge, you will find more information here.

Related Awards Schemes & Events
Conference on ICT for Language Learning: 13-14 November, Italy

The 7th edition of the international conference ICT for Language Learning is being organised by Pixel, in Florence (Italy) on 13-14 November. This conference brings together a wide public of teachers, researchers, project managers and practitioners to share findings and experience about integrating innovative technologies and solutions into language learning and teaching. This two day event provides an opportunity for sharing results and achievements of different European projects and the programme is broad to encourage a wide range of backgrounds, ideas, and discussions.

Topics include ICT based language teaching and learning approaches, quality and innovation, multilingualism, language teacher training and many more. For more information, see here.

TELL US Project & Awards: Sep-Oct 2014

TELL US "Technology Enhanced Learning Leading to Unique Stories" is a 2-year project funded by the 7th Framework Programme of the European Commission and aims to identify technologies that have proven to be successful and scalable in educational contexts. The aim of TELL US is to help the TELL US Project grow by organising a contest, designed in two stages. The first at regional level and the second one at European level. Prizes will be awarded at both levels, but the four Grand Prize winners will receive special support from TELL US to advertise their product, identify commercial agreements, and pitch to investors and purchasers. The deadline for expression of interest closes on 30 September, applications close on 19 December. For more information about TELL and the Contests, see here.

UNICEF and OneMinutesJr launch Video Challenge

To mark the occasion of the 25th anniversary of the Convention on the Rights of the Child, UNICEF and OneMinutesJr have launched a video contest. The OneMinutesJr network consists of the interactive website, a yearly festival competition, workshops across the world, video broadcasting on ten European public TV channels, and screenings at festivals and events. The contest is open to young people up to the age of 20. The challenge asks for a creative 60-second film (with title and credits) on a theme related to child rights, submitted via YouTube and sent to this link tomjr@unicef.org. The deadline for video submission is15 September 2014

Call for Speakers and Partners - Digital Learning Congress: 24 October, Warsaw

The third edition of the Digital Learning Congress approaches the subject of changes brought about by technological progress in the field of learning and company development. The call for Digital Learning Congress 2014 is now open for submissions (see more information here), as is the invitation to future partners from the technological and/or educational market (see more information here). Participation is free for the first 500 participants, registration starts in August 2014.

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