



## Media & Learning News

### Winners announced for the MEDEA Awards 2014



This year's MEDEA Awards Ceremony took place on 21 November during the Media & Learning Conference. Eight finalists found themselves in the illustrious presence of Lord David Puttnam when the results were announced. The MEDEA Award for

Professionally Produced Educational Media went to *The Digital Prevention Platform (UK)*, while the MEDEA Award for User-Generated Educational Media went to *Un autre monde/Eine andere Welt (Germany and France)*. Visit the MEDEA Awards [website](#) for further information. Submit your entries before 30 November 2015 to participate in next year's awards.

### Workshop on use of AV for SEN education

Canon Cultuurcel organised a workshop on 26 November in the Flemish Ministry of Education on the use of audiovisual archive material specifically aimed at special needs teachers in elementary education. During the workshop Dalida Van



Dessel gave practical tips about using such resources based on experiences built up in Beeld en Geluid while Leen De Bruyn introduced Testbeeld, the Flemish audiovisual archive. The workshop was supported by the MEDEAnet project and you can find more information about the workshop [here](#).

### International Media Education Summit



The Centre for Excellence in Media Practice's annual Media Education Summit took place at the Goethe Institute in Prague on Nov 20-21 and

was a great success with close to 100 delegates from a wide range of countries and all sectors of media education represented. Keynote presentations and panels were provided by Andrew Burn, Divina Frau-Meigs, Renee Hobbs, Paul Mihailidis and Lutz Hachmeister. Keynotes and a film of delegates' thoughts on the event will soon be available on the CEMP [website](#). Research presented at the Summit will be published in special issues of the Media Education Research Journal and Journal of Media Literacy Education in the New Year.

### Pocket Anatomy opts for Crowd Funding

[Pocket Anatomy](#) develops 3D medical anatomy software solutions which provide a visual aid for doctors to help them explain medical procedures. The partners in Pocket Academy have recently launched a crowd funding campaign aimed at attracting new investments and to sensitise people to invest in the future of healthcare. Pocket Anatomy was one of the winners of the MEDEA Awards in 2010 and you can find out more about their work from their [blog](#).



### Course on using Second Life to create machinima

[MOOT](#) (Machinima Open Online Training) is a course provided by [CAMELOT](#), a two-year EU funded project, aimed at language educators interested in learning how to create videos in virtual worlds. The first two weeks of this free online course aim to familiarise learners with Second Life. The course will then go on to explain how this 3D virtual world can be used to create machinima. The next course runs from 12 January to 15 February 2015. You can get more information and register [here](#).



### Digital Media Literacy Masterclass by Eurovision Academy



Digital media is an integral part of our daily life, and digital media literacy has evolved into a set of essential skills and knowledge that we need to unlock the cultural, economic, civic, social and creative potential of digital

technology. Traditionally, the promotion of digital media literacy has fallen to a relatively small group of stakeholders, mainly the media and the educational sector but, just as the nature of digital media literacy is evolving, so too are the partners with a role to play in promoting it. But if you are developing a digital media literacy project, how do you find the best partner? The Eurovision Academy will explore this in detail at their next Digital Media Literacy Masterclass in Geneva on 8/9 Dec. For more information, see [here](#).

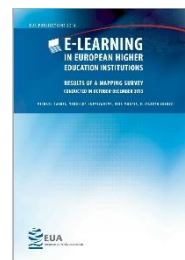
### Station Next in Denmark looking for partners

[Station Next](#) is a film school for young people aged between 13 and 18 from all over Denmark. The teachers are professional filmmakers who support students in working autonomously on their own productions. Station Next has



developed 3 educational websites aimed at sharing ten years of experience with young people and film/media productions and is interested in finding international partners who want to translate and adapt these sites to help strengthen media literacy worldwide. Contact Station Next [here](#).

### E-Learning continues to grow in popularity amongst European Universities



The [European University Association](#) recently published a study into e-learning in which they asked their members about the type of e-learning they use, their experiences and their expectations for the future. Survey results show that practically all higher education institutions of the sample have started to embrace e-learning and that many of them acknowledge that e-learning can change the approach to learning and teaching, while 87% view

it as a catalyst for change in teaching methods. The study also investigated the degree of interest and experience in MOOCs. Read the full study [here](#).

### Featured Articles

#### Programming, Software Development, Computational Thinking or Coding

By Stephen Howell, Academic Team, Microsoft Ireland

No matter the terminology used, right now educators worldwide are attempting to integrate new ways of thinking into the curriculum. This is no easy task, as timetable pressures, teacher training concerns and equipment funding shortages all make introducing a complex subject all the more difficult.

Instead of seeing Computational Thinking as a problem subject to be integrated, it is regretful that we can't embrace it as an opportunity to change how we view many projects. Rather than a dry exploration of syntax and logic, Computational Thinking skills could enable students to build interactive narratives to teach literature and language skills, games to assess maths and spelling and unleash the digital creativity skills we desire in our graduates. A student versed in coding has better design skills than a student who only consumes information, better development skills than a student who never attempts to build anything, and better debugging skills than a student who has never had to fix a broken program.

In essence, we must continue teaching the 3 Rs, reading, writing and arithmetic, but also consider teaching the 3 Ds: Design, Develop and Debug.

This is not without its challenges, namely what do we teach and how do we teach it? Before suggesting some of the tools that we use to promulgate Computational Thinking, let us preface it with the fact that these are mostly Microsoft technologies. Writing as the Microsoft Ireland Academic Team, this will not be a surprise to you, but please note they are also free technologies and you do not have to pay to enjoy and use them in the classroom.

Probably the most popular programming language for teaching younger students is Scratch from MIT. A block based language that eschews typing complex syntax structures in favour of a Lego-esque design, Scratch is loved by students aged 7 to 77. For students that have reached a high level of competency in Scratch, Kinect for Windows can be added to the mix. The Kinect is a special camera that can track the human body in 3D space. We developed free software called [Kinect2Scratch](#) that enables Kinect games and fitness programs to be developed in Scratch with ease.

For students who want to explore more complex computer science concepts, TouchDevelop is a simple but powerful programming language that avoids typing errors by allowing users choose commands from a palette of contextually aware commands. It works best on a touch screen tablet or laptop, and is compatible with virtually all tablet OS, including iOS, Android & Windows. It can also run on traditional laptops and PCs with a keyboard and mouse, but really excels when used on a touch screen. It is free and available from [www.TouchDevelop.com](http://www.TouchDevelop.com).

Finally, if students enjoy Minecraft and learning through creative world building, introduce them to programming through Project Spark. A beautiful rendering interactive game creation tool, Project Spark hides a deep and powerful Computational Thinking environment under the guise of a game creation and playing tool. Available free on Xbox One and Windows 8, download it from the Windows Store to start building and learning. We developed a free course for all Project Spark learners, it is available [here](#).



Stephen Howell

Stephen was one of the keynote speakers at the recent Media & Learning [conference](#) held in Brussels on 20-21 November

#### iPro: finding the competence and skills gaps in the education and training of digital media professionals

By Mathy Vanbuel, ATIT, Belgium

The objective of iPro, a European Project funded under the Lifelong Learning Programme (ERASMUS) is to identify and analyse the skills and competences gap that exists between the Digital Media and Arts Industry and the (Higher) Education sector. To meet that objective an international large-scale survey was organised in order to gather evidence from professionals in this specific domain. In a first version of its comprehensive report the consortium provides an overview of the professional landscape in the (Digital) Media and Arts business and the expectations of this industry vis-à-vis education, training and qualification.



Mathy Vanbuel



The survey was carried out from 28 February until 24 April 2014 in Belgium, Bulgaria, Croatia, Ireland, Italy, Lithuania, Poland and Romania, involving a total of 1139 respondents from the sector, making it the first survey within this professional domain that surveys professional skills and competences on this scale.

This short report provides a first analysis made on the basis of the outcomes of the survey. The rich and complex data emerging from the survey will continue to be mined for meaningful conclusions, but already a number of conclusions can be drawn based on a first analysis. The survey has allowed us to make a quantitative and limited qualitative analysis of the profiles of media workers with regard to the competences, skills and attitudes they possess related to media businesses, such as artistic skills, technical skills, business processes knowledge, communication, project management, structuring of content, team work, problem solving, time management, etc.

The survey resulted in a comprehensive list of transversal skills and competences that are required by the professional digital media and arts worker set off against those acquired in formal education as well as on the job.

What professionals expect from Higher Education is a clear, up-to-date and concrete link between what is studied and the profession, practice-based learning, internships, up-to-date learning content, high-quality teaching and exposure to the professional environment (teachers from the professional domain, mentors...)

One important observation is that a very large portion of the target group did not have any education in the area of digital media and arts at all. People appear to be receiving formal training on-the-job, but this training does not seem to meet their professional expectations (1 out of 3 professional workers described themselves as being not satisfied with their preparation for their job). For this substantial group, specific training programmes may be required, and HEIs are a preferred option to provide these programmes (CPD or other).

Survey respondents prioritised the following skills, knowledge or competences as the ones they most urgently require: legal issues, regulation and IPR; accountancy; business competences (writing for business, marketing, understanding business processes, etc.); programming; and managerial competences (change and people management, HRM, international collaboration and project management, etc.).

This list can be seen as providing the education community (Higher Education as well as VET and CPD) with an opportunity to re-visit their own learning, training and capacity building trajectory or curriculum. Analysis of this data will continue in order to extract as much information as possible from what is a particularly large and in-depth data set and a final version of the analysis will become available in 2015.

### Exploring Games for Learning

By Maja Pivec, University of Applied Sciences FH JOANNEUM, Information Design, Austria

At the recent Media and Learning conference I outlined several examples of games for learning, grouping them into three areas as follows: learning with (commercial-off-the-shelf) COTS and purpose build computer games vocational sector and game-based learning and creating games for learning. The presentation is available on the conference web site and from [slideshare](#). For this newsletter contribution I selected three examples, one for each sector, and collated some information and links from associated web sites.



Maja Pivec

#### Learning with COTS and purpose build computer games

Learning with Games, a teacher [guide](#). Games can provide the motivation to learn, increasing the likelihood that the desired learning outcomes will be achieved. Learning is defined as the acquisition of knowledge or skills through experience or practice, and what better way to learn than through a game. Dr's Maja and Paul Pivec have completed a teacher guide for learning with Digital Games for the Austrian Federal Ministry of Economy, Family and Youth. Currently published in German, the PDF can be freely downloaded from their web site – [Lernen mit Computerspielen](#).

All of the digital games reviewed in this book are to supplement learning and not to replace the teacher or the classroom environment. A well-written game can be used to teach or to reinforce the concepts of the same topics. The games selected for this section can be used in conjunction with normal classroom activities, either during the lesson or as practice at home. None of the games included in the book are difficult to learn and the

learning curve is small. Additional teacher resources are available from the product and community web sites, and selected Internet sites are listed with each game description. All of these games are supported on both the PC and Mac platforms and are suitable for classroom technology running on lightly configured machines. Several games are also available as free iPhone apps.

Further information on available resources and catalogues on games for learning can be found on the ENGAGE learning [portal](#).

#### Vocational sector and game-based learning

The Green Games in Tourism/Hospitality [project](#) aims to innovate and support improvements in VET systems and practices by developing a



**WE MAKE A SERIOUS GAME**  
TO DEVELOP SKILLS AND COMPETENCIES IN THE AREAS OF:  
**ENERGY + WATER + FOOD**  
**+ WASTE MANAGEMENT**

digital applied game along with associated guidelines and training for students, vocational teachers and others receiving, providing or participating in vocational training in the tourism and hospitality sector.



Game development of the Hotel Management Game is fully in progress. The game mechanic is standing, the team is working on the user experience design. At present the game play is developing around the restaurant and the kitchen, whereas further on in the time line content around

other parts of the hotel will be developed.

The first version was successfully ported to the mobile, so we are having Android and iOS release of the game. Some further optimisation is in progress. Piloting is scheduled for spring 2015. Contact us, if you are interested to participate in using the game for learning. In this short [video](#) international team members explain why the topic of reduction or waste and energy consumption in the tourism area is of such an importance and how they envisage to achieve this.

#### Creating games for learning

[JamToday](#) is the first pan-European Network dedicated to applied game design. It brings together different types of stakeholders (such as creative clusters, game companies, education and research institutes, public sector institutions, municipalities etc.) from various sectors, fields and expertise. The project is focused on creating yearly game jams for applied games.

This year the topic was ICT skills and programming, with more than 200 participants taking part and developing 40 games. Games and additional resources for teachers are available from the JamToday learning hub. At present a series of train the trainer workshops are being carried out with the idea to familiarize stakeholders with the available resources.

Next year's topic is e-Health and healthier life style, and in 2016 the game jam topic is learning mathematics. If you are interested to join the network and organise a game jam, there is a [toolkit](#) available that will help you with the activities related to the preparation, execution, evaluation and transfer of the game jam.

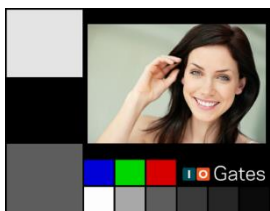
A yearly conference to exchange experience and get some insight into the resources and how to create game jams is scheduled for 11 February 2015 in Brussels. See [here](#) for more information. This [video](#) from JamToday explains the basic idea behind game jams.



### Tools of the Trade

#### Sharing media for collaborative work

By Mathy Vanbuel, ATiT, Belgium



ioGates has developed a simple solution to handle media files: this solution does not require any specialised skills or knowledge about the many different formats and codecs. It can be managed safely from within any web browser. Forget DropBox, WeTransfer, email attachment limitations etc. for sharing of

media files of any size. ioGates manages all this and file sharing, conversion and distribution in a professional looking workflow. The most important features are the secure media sharing service, the fast and easy upload, the excellent player that also works frame by frame, conversion to and from any video format even in broadcast SD and HD, the master archive or library function, also for non-media files such as PDF, Microsoft Word and Excel, JPEGs, PSDs and audio files. Many other functions are available from branding to metadata enhancement. You can sign up for a free ioGates test account, limited to 1GB storage and with only basic converting facilities, [here](#).

### Resources of the Month

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

- [INA in France](#) (French national film archive) is an online video platform where people can watch, comment and share more than 350 000 TV and radio items (in French).
- [Open Educational Resources infoKit](#) includes information about the three year UK Open Educational Resources Programme.
- [Listen: a Soundtrack of Shared Memories](#) produced by Big Bang Lab in the UK is a useful demonstration of how to promote learning exchange between communities.
- [FWU](#) (Institute for Film and Picture in Science and Education) is a provider of media for schools and other educational organisations in Germany.

### MEDEA News

#### Second AGM of Media & Learning Association

The second annual AGM of the Media & Learning Association took place during the Media & Learning Conference on 21 November. Attended by 12 active members, this meeting endorsed the inclusion of members who have joined the association since the last AGM and reported on the main areas of activity of the association in the past 12 months. Plans for 2015 were outlined and discussed which includes an agreement to move the next Media & Learning Conference to Spring 2016 to enable a better timetabling of the MEDEA Awards with a later deadline for entries and sufficient time for judging.



### Value of video in HE webinar on 4 December



The latest webinar in the Video in Higher Education series organised by the Media & Learning Association took place on 4 December 2014 from 15.00 to 16.00 CET. Speakers were Jörn Loviscach, Fachhochschule Bielefeld (University of Applied Sciences), Germany and Rob Higson, the University of Derby, UK. For further information and recording, see [here](#).

### Webinar with winners of MEDEA Awards 2014

Take part in a webinar open to everyone featuring the winning entries in this year's MEDEA Awards on Thursday 11 December at 16.00 CET. The winning entries which will be featured are the Digital Prevention Platform, winner of the MEDEA Award for Professionally Produced Educational Media, and Un autre monde/Eine andere Welt, winner of the MEDEA Award for User-Generated Educational Media. For more information and to register, visit this [site](#).



### Related Awards Schemes & Events

#### BETT Conference in London 21-24 January

BETT, the world's leading learning technology event takes place in London's Excel Conference centre from 21-24 January. Featuring a large exhibition and an impressive conference programme, [registration](#) to BETT is free. This year there will be a special focus on Learning Analytics led by the [LACE project](#) on 23 January which is open to all participants.

#### Learntec in Karlsruhe 27-29 January

The 23<sup>rd</sup> annual LEARNTEC International Trade fair and Convention will bring together key players particularly from the German speaking world interested in e-learning. This year LEARNTEC will present the latest applications, programmes, and solutions for learning with IT aimed in particular at the professional and workplace learning market. More information [here](#).

#### NAMLE conference in Philadelphia 26-27 June

The theme for this year's NAMLE conference is Celebrating Connectivity Across Cultures and it is poised to bring together a unique mix of educators, media literacy practitioners, scholars, content producers and media-industry leaders. NAMLE's 2015 [conference](#) will include the UNESCO Media and Information Literacy and Intercultural Dialogue Annual Conference hosted by Temple University and the Center for Media and Information Literacy.



### Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact the 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](mailto:news@media-and-learning.eu)  
Website: [news.media-and-learning.eu](http://news.media-and-learning.eu)

