



Media & Learning News

Mapping Digital Media project: global findings

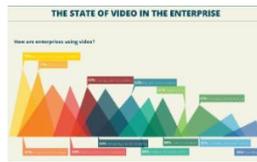


Open Society Foundations have recently published an interesting report featuring their global findings related to the [Mapping Digital Media project](#). Covering 56 countries, this project examines opportunities and risks related to the integration of new digital media in our society. In particular, the aim is that of evaluating how the use of these new devices is affecting the role that any media system should play in defence of democracy, in order to understand how they can

foster the values of a more open and inclusive society. You can read the full report [here](#).

Kaltura publishes “2014 State of Video in the Enterprise” Report

Kaltura, the Open Source Online Video Platform have recently published their first “State of Video in the Enterprise” report for 2014. It is an international study on the use of video in the enterprise, and it shows that respondents widely agree that video improves knowledge sharing, communications, and employee creativity. The survey also reveals that most of those interviewed (87%) think that video has a positive ROI, and that its integration into organisational tools would have a positive effect on productivity. The full report is available [here](#).



A Visual Manifesto for language teaching

A Visual Manifesto for Language Teaching is a short film created by Anna Witcher and Kieran Donaghy, a teacher and writer specialised in the use of film in education. The [film](#) highlights the importance of images in experiencing the world around us, and how students can be encouraged to engage with images more meaningfully and creatively within the learning process. The film suggests putting images in a central position in the learning agenda and promotes visual literacy in education. Kieran Donaghy received the MEDEA Award for User-Generated Educational Media 2013 for the entry *Film English*. You can read more [here](#).



JamToday Fair to be held in Brussels in February



JamToday is a network dedicated to applied game design and brings together different stakeholders who are or want to get involved in the process of creating games and game-based approaches to learning. JamToday organises lots of game jams in different parts of Europe as well as an annual event aimed at presenting the outcomes from game jams held during the year. This year, the Annual Fair will be held in Brussels on February 11, and features the following topics: Applied Games in Practice, How to Organise a Game Jam, Games for ICT Skills, Games for Adopting Healthier Lifestyles and Games for Learning. Find out more and register [here](#).

Presentation of Living Schools Lab outcomes



Living Schools Lab is a two-year project aimed at promoting a whole-school approach to the use of ICT, sharing best practices between schools with various levels of technological proficiency

and creating continuous professional development opportunities for teachers. Launched in October 2012, the project which was funded by the European Commission and coordinated by European Schoolnet, involved 15 partners (including 12 Education Ministries). [Living Schools Lab](#) ended in September 2014, and the partners are now presenting the first outcomes of this two-year collaboration, observing the most meaningful experiences across 12 countries and recognising best practices. You will find plenty of useful resources, reports and evaluation materials arising from the project [here](#).

17th Olympia International Film Festival for children and young people in Greece

The 17th Olympia International Film Festival for Children and Young People took place during the first week of December 2014 in Pyrgos, Western Peloponnese. The festival featured almost 700 films from 61 countries. The Olympia Festival is a member of the European Children's Film Association (ECFA) and makes sure that all the films proposed follow the principles set by UNICEF and UNESCO for children and young people's cinema. Because of its huge offer, the Festival was organised in different sections and provided plenty of related recreational and educational activities. You can read more [here](#).



Best and worst in gender representation in main stream US media



Media Literacy Now based in the US provides policy and advocacy information, expertise, and resources to develop state laws to implement media literacy

education in schools. This month they are highlighting a thought-provoking video from The Representation Project which showcases the best and worst in gender representation in main-stream media in 2014. [Media Literacy Now](#) states ‘we believe we all need to take action to hold media owners accountable and demand change. It starts with media literacy, by which people understand the media systems that result in negative representation, are empowered to fight against harmful stereotypes, and learn to use media to put forth their own messages. Watch the video [here](#).

Erasmus + Calls open for submissions

Erasmus + provides grants for a wide range of actions and activities in the fields of education, training, youth and sport. The deadline for most so-called ‘centralised actions’ where submissions are made directly to the European Commission agency responsible for managing grant applications EACEA is 26 February and funding is available to support a variety of different grant applications. You can find out more [here](#).





Featured Articles

Teaching history with Jalons - an example of WWI and its memories

By Elsa Coupard, INA, France

INA, the French National Audiovisual Institute, is a repository of all radio and television archives. It created a website with educators and the French ministry of education to facilitate the use of video in the classroom. With more than 1600 videos, [Jalons](#) (Milestones) is a distinctive selection of the most important archives INA has collected over the years, to tell the history of the 20th and 21st centuries.



Elsa Coupard

From the War...

Let's start with a [video](#) from 1914 (black and white, mute): "Soldiers preparing themselves to attack the enemy". There are many things to say in class about this footage, such as: What is it about? Does the action look "real"? Who made this film? For whom was it made? It could be the occasion to evoke the Home Front: in this war, the entire country is supposed to support the war effort and the soldiers on the Front.

To the memories of the War.

We can jump to the year [1984](#): to the "French-German **Ceremony** in Verdun". Verdun is the most important place for the memory of the war in France. This image of François Mitterrand and Helmut Kohl holding hands for a long moment in front of the Ossuary of Douaumont is very famous. It's a symbol of the French-German reconciliation after WWII, and of the French-German liaison, at the heart of European construction.



We continue to enrich the website Jalons each year. For the centenary of WWI, we added 16 new documents, specifically about the memories of the war. For example, let's watch a [video](#) from 2006: "Battle of the Somme". For the 90th anniversary of the first day on the Somme (July 1, 1916), an English guide talks about the disaster that happened on this day, when nearly 20,000 British men were killed. We can see the guide is wearing a poppy, a familiar emblem of Remembrance Day in Commonwealth countries. With this video the teacher could also evoke the geography of tourism: tourism – or pilgrimage – to the battlefields brings economic benefits locally.

Learning paths

Jalons is a rich databank. We want to help teachers find their way into these numerous archives, so we present "learning paths": examples of what teachers have done with the Jalons in class. They are classified by topics.



About WWI there are many [examples](#) of those lesson plans: "the evolution of armament during WWI", "Fighting: how soldiers lived during WWI", "The Battle of Verdun, symbol of the trench war and mass violence", etc.

Jalons : an intuitive interface for education

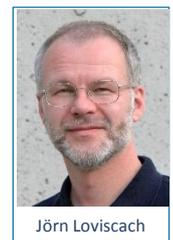
Each video of Jalons has an editorial enrichment: information card, historical and media context, full transcription of soundtrack. The goal is to facilitate the use of video in the classroom. Studying video archives from the War can help to engage pupils with events a century old. And videos about the memory of the War can highlight different histories, national but also shared.

Elsa was one of the featured speakers at the last Media & Learning [conference](#) held in Brussels on 20-21 November.

Explanation Videos: Not That Easy

By Jörn Loviscach, Fachhochschule Bielefeld, Germany

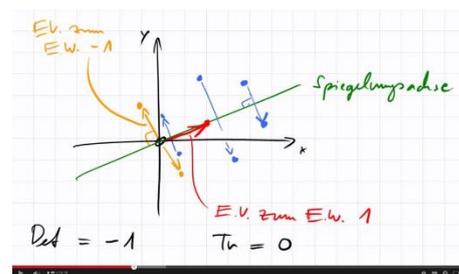
Short, informal explanations or other mini-lectures recorded as screencasts of writing and drawing on a graphics tablet, on a whiteboard or on paper are popular on the web. Starting with [Salman Khan](#) in 2005 and nowadays also to be found in many massive open online courses (MOOCs), this video style [increases the engagement of learners](#) and implements proven [principles of multimedia instruction](#). However, this does not necessarily equate learning.



Jörn Loviscach

Since 2011, I have been flipping my classes in mathematics and computer science for students in engineering. Students watch [my old lecture screencasts](#) beforehand and fill in the blanks for equations, diagrams, etc. in my lecture notes. The face-to-face time is freed up for (more or less demanding) problems. I also record screencasts of the process of solution in class, pausing the recording during work phases and whole-class discussions.

The "Khan style" enables a lean production, which is particularly helpful if no staff is available for video production. It requires only a basic stylus-equipped computer, a decent microphone, [free software](#), and – if recording is done live – a data projector in the classroom.



It is particularly rewarding to record screencasts live in a flipped classroom. In front of an audience, one automatically develops stage presence. One will refrain from

undoing one's mistakes by recording another time-consuming "take"; rather, one has to spot mistakes and deal with them, which is a chance to serve as a role model and which initiates meaningful discussions with the audience. (I try to only pose novel problems that I never did myself in full before). Students contribute vitally to the video that is being recorded: first, they spot mistakes on their own; second, walking around and working with the students, I can often identify general problems (say, with algebra) as well as interesting alternative approaches, which I can discuss within the video in progress.

Dealing with mistakes or even outright errors and highlighting a multitude of approaches is also a means to abandon straightforward explanations,



which provoke [illusions of understanding](#). Learning has to be demanding to the right degree; it requires “[desirable difficulties](#)”.

Most MOOCs address this issue through discussion forums and/or electronic quizzes. These two options, however, are hardly viable outside the realm of MOOCs: Forums tend to require a critical mass of several hundreds of participants; quizzes need much production effort. Most quizzes are [constructed too naïvely](#) and break the flow of the explanation video. (We try to improve on the latter by presenting quizzes as graphically and contextually integral parts of a video in [Capira](#)).

With forums and quizzes in different contexts I have observed that learners who could benefit from such elements heavily underuse them – unless these elements are made compulsory, which poses a contradiction to what higher education should represent. Such options not taken form yet another instance of the Matthew effect, which shows up in so many respects of life: “For unto every one that hath shall be given”.

Jörn was one of the featured speakers at the last Media & Learning [conference](#) held in Brussels on 20-21 November.

Video as a reflection tool for pre-service teachers

By Brendan Calandra, Georgia State University, USA

Digital video of one’s own teaching has been used for years internationally as an effective tool to facilitate pre-service teachers’ professional learning. In fact, there is a growing body of published research and practice on this topic. As [Blomberg, Renkl, Sherin, Borko, and Seidel](#) (2013) put it, “classroom video can be a powerful technological tool for focusing pre-service teacher education on practice. Research showed that video successfully bridges the learning at university and the knowledge application in school and can therefore guide pre-service teachers’ classroom actions”. Although there is much more out there, two recent collections of this work include [Tripp & Rich](#) (2012) and [Calandra & Rich](#) (2014).



Brendan Calandra

I work in a college of education at a large urban university in the Southeastern United States that produces teachers who take jobs in diverse and at times challenging school-based contexts. In addition, not all of our pre-service teachers have had prior experience in these contexts. In order to help our pre-service teachers prepare for this, we have developed a guided process for helping them reflect on video of their own practice teaching. These videos have often been recorded when our pre-service teachers are first practice teaching in the actual classroom environments.

Our process currently involves pre-service teachers using mobile devices to record themselves (or have either a classmate or teacher mentor record them), review and edit the recording for critical incidents ([Griffin](#), 2003), and write guided reflections on what they see using a Critical Incident Reflection Form (you can [contact me](#) for more information on that). Our data sources have included written reflections, edited videos, and interview transcripts. In order to assess these multimodal reflective pieces, we have used a variety of evaluative frameworks such the Framework for Reflective Teaching ([Sparks-Langer, Simmons, Patsch and Colton](#), 1990), Levels in Learning ([Korthagen and Lagerwerf](#), 1995), 3rd generation Activity Theory ([Engeström](#), 2001), and the Multidimensional Model for Reflection on Teaching ([Fox, Brantley-Dias & Calandra](#), 2007). I should point out that we

have evaluated these artifacts for teacher development purposes rather than for high stakes assessment purposes.

Our goal has been to help our pre-service teachers to better reflect on their practice teaching experiences, and thus to help them make connections between or perhaps even reconcile their personal prior knowledge and experience regarding teaching and learning, what they learn in their university teacher education courses, and what they eventually experience when practice teaching in actual school environments – especially school environments with which they have had little prior experience.



Through our research, we have found evidence that this process has helped many of our pre-service teachers to make some of these important connections. When using video to reflect, they have written longer, more meaningful reflections, which have served as the basis for critical introspection but also for productive discussions with their peers and mentors. These discussions have been about themselves as individuals, themselves as teaching professionals, about the complexities of teaching, and about how to succeed in challenging educational contexts. This process has also helped them to shift their attention from themselves to include a broader teaching context.

Finally, some of our participants have begun to not only recognize aspects of their teaching that they would like to improve, but they have also begun to better understand how and why they might want to make these changes. For more detailed descriptions of our studies and a theoretical framework supporting what we do, see my chapter in the book [Digital Video for Teacher Education: Research and Practice](#) (2014) or please [contact me](#).

Brendan Calandra will speak at the next M&L webinar on “New assessment strategies in the media-rich class” on Thursday 15 January 2015. More info about the webinar [here](#), or directly book a place via the [registration](#) link.

Tools of the Trade

RELIO: Light in the palm of your hand

By Mathy Vanbuel, ATiT, Belgium



The Italian company Relio has designed a beautiful little light fixture, measuring only 35 by 35 mm. that emits about 200 lumens of light, powered via an ordinary USB connection. The light is ideal for lighting complex miniature shots or for adding delicate effects in confined spaces such as car interiors, labs or miniature sets. The light source is a cold source that provides light in 92 and 96 CRI, in 3500 and 4500K.

The light source is suitable for high speed filming up to 200 fps. This mini lighting tool weighs less than 80 grams and can be attached to anything with its standard ¼” mount, the standard thread that screws in every camera tripod. The light is powered via a standard micro USB cable, power consumption is 3.75W and with that amount of power, it emits 200 Lumens of light with interchangeable 30 or 15-degree optic. Price is around 70 Euros but apparently the lighting fixture is so successful that the factory can’t keep up with the orders. Find out more on [www.relio.it](#).



Resources of the Month

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

- [Technology Tools for Teachers](#) An e-book aimed at providing teachers with a powerful toolkit to use media wisely and to experience new ways of teaching and learning. 
- [Open Content Toolkit](#) A wiki to provide a gateway to contemporary and historical open digital media content from media archives and collections around the world. 
- [SENnet resources for teachers](#) The Special Educational Needs Network (SENnet) connects and supports teachers using technology to improve access to learning for students with disabilities. 
- [EduCrate](#) A media curation tool for teachers to create, share, and explore collections ("crates") of educational videos from multiple sources. 

MEDEA News

Media & Learning Conference Dates Announced

The Sixth Media & Learning Conference will take place in Brussels on 10-11 March 2016 and will be organised by the Media & Learning Association and the Flemish Ministry of Education and Training. This change in timing for the conference is made to facilitate a better scheduling of the next edition of the MEDEA Awards which will have a closing deadline for entries on 30 November 2015. Look out for more information about the next edition which will be announced in spring from the conference [website](#).



Webinar series continues

The next Media & Learning Association webinar takes place on Thursday 15 January at 15.00 CET. The topic for this webinar is 'New assessment strategies in the media-rich class' and it will feature inputs from Brendan Calandra, Georgia State University, USA and Andrew Whitworth, University of Manchester, UK. More information about this webinar is available [here](#). Meanwhile the recording of the last MEDEAnet webinar which featured interviews with the two MEDEA Awards winners of 2014 is now available for viewing [here](#).

Related Awards Schemes & Events

Into Film Awards Ceremony in London, 24 March



The Into Film project is aimed at giving children and young people the opportunity to watch, discuss and review films, as well as training and online resources to make their own films. Into Film Clubs recently announced their awards scheme and are now open for submissions, entries can be sent via the forms on the Into Film website before February 12. The Into Film

Awards will culminate in a prestigious Awards Ceremony in London on Tuesday 24 March 2015. You can find out more about it [here](#).

LINQ 2015 in Brussels, 12-13 May

LINQ 2015 is the 4th edition of the International Conference on Learning Innovations and Learning Quality. LINQ 2015 aims to bring together experts and professionals from the field of innovation and quality management in lifelong learning. This year the conference will take place in Brussels. LINQ 2015 has now published its three Calls for Papers. You can find more details [here](#). Deadline for submissions is 4 February 2015.



Media Meets Literacy in Warsaw 21-22 May

Media _____ Meets Literacy in Warsaw [Media Meets Literacy in Warsaw](#) is an international meeting that will bring together media literacy professionals from all around Europe. It will take place in Warsaw in May 2015 and will also host the Award Ceremony of the *Evens Prize for Media Education 2015*. All speeches and presentations will be held in English. Those who would like to organise a workshop at the conference can send their proposal by January 9, 2015. The event is completely free of charge and can accommodate up to 200 persons. Registration will be available on the website from 15 February onwards.

MEC 2015 in Finland, 15-17 June

The Media Education Conference is an informal and friendly conference aimed at bringing together people who want to share ideas and information about media education, educational use of ICTs and learning environments. MEC is organized by the Centre for Media Pedagogy at the University of Lapland every 2 years, and each time the location is different. The motto of this year is "In the light of the Midnight Sun". The deadline for abstract submissions is 2 February 2015. You can find the programme and other useful information [here](#).



FLAME Conference in Manchester, 25-26 June

The FLAME (Film, Languages and Media in Education) Research Centre is an organisation which develops research in the areas of Pedagogy, Languages and Film/Media. It is now organising a [conference](#) that will take place in June in Manchester. The main goal of the conference is to bring together teachers, scholars, specialists of language and film education and linguists to share ideas and good practices, analyse new trends and discuss methodologies. The deadline for submission of individual paper proposals is January 31, 2015. Authors of approved presentations will be notified by February 15 and the programme will be published by March 15 when registration will open.



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