Media & Learning News

4 November 2015

Media & Learning News

4K, Flipped classrooms and better video clips

The Media & Learning Association's recent survey of the 740-strong Video in Higher Education Special Interest Group (SIG) in September showed lots of interest in strengthening links between pedagogy and design of video-based approaches. This includes finding better ways to implement flipped classrooms and support teachers when making their own knowledge clips. Results also showed a keen interest in new tools and technologies (searching inside video, translation, automated recordings, 4K). Several of the topics have already been reflected in the next round of webinars. They will also be taken into account for the next workshop on 9 March 2016 in Brussels right before the Media & Learning Conference.

Public television has a role to promote digital citizenship

The Federation of Associations of Media Users (iCmedia) held a conference in Madrid on 30 September to make citizens aware of their digital rights as media users. The main topic was to preserve and protect the rights of media users by training them in the use of digital technologies, both in the classroom, through the training of educators and students, and through public television which has to promote genuine digital citizenship. For more information, see the website.

### Tell us what you think of EUscreen

The EUscreen portal offers free online access to thousands of items of audiovisual heritage provided by European audiovisual archives and public broadcasters. It brings together clips that provide an insight into the social, cultural, political and economic events that have shaped the 20th and 21st centuries. Take a look at the portal here and participate in the online survey.

Practice meets research in Nordicom yearbook

The 2015 Yearbook of the International Clearinghouse on Children, Youth and Media at Nordicom, University of Gothenburg, is based on the international conference "Media Education Futures" held in Tampere, Finland in May 2014. The event brought together international researchers, representatives from national and international organisations and actors in media education from 26 countries. This yearbook based on the conference presents academic articles as well as practical papers and case studies. Here is a link to the yearbook.
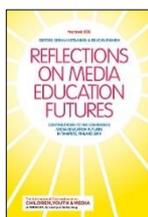
Free online professional courses for teachers

The European Schoolnet Academy is a platform where you can learn about innovation in the school and classroom through free online professional development courses for teachers in primary and secondary schools. The courses offered provide an introduction to key concepts and ideas that are relevant to developing your practice, providing you with the opportunity to discuss these ideas and share your experiences with your peers. Find out more here.

Ready for learning analytics in your institution?

LACE project partners in collaboration with the University of Amsterdam are organising a free one-day workshop in Amsterdam on 10 December on institutional readiness for learning analytics. This highly interactive event will include briefings and discussion about the introduction of open learning analytics tools. The workshop is aimed at higher education data managers and strategists, school boards and support services, data managers and anyone concerned with the implementation of learning analytics in practice. Find out more here.

Featured Articles

How can video enhance online learning?

By Helen Brown, video producer at Ember TV, UK

Helen Brown

A record number of students were accepted to universities in the UK this year, possibly a result of the government removing the numbers cap. For some universities building more space to facilitate these students isn't an option. One solution is to create virtual space for learning online. This option appeals to students as the cost of moving away from home to live in a university city rises. It's also more flexible to fit in around paid work. Fees can be the same as regular university study, so the challenge for online learning is to offer a student experience of equal quality. Video has a major role to play in this.

As Diana Laurillard says in her book *Rethinking University Teaching*, video can offer a more vibrant, vicarious experience and 'convey a way of experiencing the world' that is unrivalled by other media. When video is used in an online context, it can do that and more. It can facilitate dialogue, interaction, collaboration and engagement. All things that online learning is often criticised for lacking.

Live video conferencing enables students and tutors to replicate face-to-face tutorials and discussions. Students can connect with people from all over the world to collaborate and discuss ideas. Asynchronous dialogue and debate is also possible using video. This approach allows students to script and rehearse their responses and create a more lively, vivid debate than achievable in a written forum. The videos then become a resource for future students to use. The Speaking Openly project is a good example of this.

Online courses are beginning to offer interactive videos that ask the viewer questions and provide links to further contextual information. They force the viewer to take on an active role while viewing, as they are required to stop and assess their knowledge. Interactivity will expand as the technology does. I talk in more detail about interactive video in my blog. The future of video is interactive.

William Bradley

The main method of content delivery for MOOCs is video. They often have to engage thousands of non-fee paying students, which is a difficult task. In A *phenomenology of learning large*, Adams et al. interviewed a group of MOOC participants who said they built up a deep 'intimacy' with their tutors through watching videos on their course, where they felt they were being addressed directly.

Their tutors regularly produced informal and supportive videos that greeted and encouraged students at various stages, like a virtual learning coach. As a result, this had a positive impact on student retention.

In an online context, video does much more than just replicate old methods of teaching. It allows institutions to reach and engage a wider student body, quicker than ever before. Students have greater control over when, where and how they learn. As technology develops, the integration between web and video will become more seamless and the possibilities for video in online learning will continue to expand.

Editor's note: Follow the Ember TV Blog here where Helen frequently shares her ideas about educational video.

Win €3,000 for the best media literacy materials

By Tim Verbist, Evens Foundation, Belgium

In order to advance the Media Literacy Platform for Exchanging Educational Resources, the Evens Foundation and Modern Poland Foundation have launched a competition for the best learning materials in the field of media literacy education and are offering €3,000 as a prize fund which will be divided between the three winners.

Tim Verbist

To take part, you need to first know about the Media Literacy Platform for Exchanging Educational Resources (MIL/PEER). MIL/PEER is an advanced online tool created by the Evens Foundation and Modern Poland Foundation to prepare, publish (under free license), translate and share educational resources in the field of media literacy education. It enables practitioners to:

- be inspired by other educational approaches
- create networks of organisations active in the media literacy field
- work collaboratively on joint projects: together with your team or with colleagues from a different organisation you can edit material, make changes, comment on material, and follow its progress
- apply jointly for external funds

The technology used to create the resources allows for easy conversion to custom HTML pages, PDF files, ebooks, etc.

What's the problem?

A number of organisations in Europe recognise the importance of media literacy. They may do different things, but their goal is generally the same:

MIL/PEER
Media & Information Literacy
Platform for Exchanging
Educational Resources

Create and share your resources
Start tutorial

help to develop highly aware, responsible and creative media users. Some of them organise workshops, courses and training for different target groups (children, youth, adult, seniors and others); others prepare educational materials or carry out research – but the problem is that very few are aware of the projects carried out by other organisations.

In 2014 the Modern Poland Foundation together with the Evens Foundation ran a research project titled "How to educate citizens to become more critical towards media", in which the contacted more than 20 European organisations active in media education. The research revealed that most of the organisations shared the outputs of their work only on their websites or sent them directly to project participants. This means that we all miss out on a great opportunity to learn from each other, exchange experiences and share our successes.

Why a contest?

The competition aims to identify good practices in creating media literacy educational resources and to encourage media literacy organisations all over Europe to share and promote their resources with each other and the international community.

How do you enter? It's very easy!

- Create an account on MIL/PEER
- Publish your educational resource (scenario, tutorial, comic book, etc.), translated into English
- Fill in the form

You can add as many competition resources as you want. You can use one of the resources created by your organisation in the past or prepare a new one for the purpose of the competition. Between 18 and 30 November 2015, the public will vote for the best competition resources, and the three top candidates will be awarded the prize. You are welcome to spread the news in social media, newsletters and on your website to increase your chances of winning the prize! For more details please see the Competition Rules.

During the Media & Learning conference, a workshop will be given on MIL/PEER. Participants will be instructed on how to upload their learning resources and become an active member of this learning platform.

Mind over Media: Analysing Contemporary Propaganda

By Renee Hobbs, Professor of Communication Studies, Rhode Island, USA

Renee Hobbs

Today, we encounter propaganda in Internet memes, from the government and those seeking political office, in political cartoons, entertainment media, advertising and from advocacy organizations. Our family, friends and associates share propaganda on Facebook, Twitter and Instagram, giving it an extra level of credibility. Jacques Ellul defined propaganda as a form of information that panders to our insecurities and anxieties. It is a form of communication aimed towards influencing the attitude of a population toward some cause or position.

Because propaganda is indifferent to truth and truthfulness, knowledge and understanding, it is a form of strategic communication that uses any means to accomplish its ends. As a deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behaviour to achieve a response that furthers the desired intent of the communicator, propaganda influence the emotions, attitudes, opinions, and actions of specified target audiences for ideological, political or commercial purposes. Contemporary propaganda can be either harmful or beneficial, depending on the creator's motives and strategies, the audience's interpretations, and the cultural

context in which the message is shared. New forms of propaganda are sometimes difficult to recognize.

I wanted to explore how media education may mitigate the power of contemporary propaganda by developing a new educational website, Mind Over Media. It is a user-generated content website that enables people all over the world to share, critically analyse and comment upon contemporary propaganda. The website is constantly updated by its users who share examples of propaganda they find at the bus station, in the newspaper, on their social media feed.

Teachers and students can curate and upload material to the public gallery, or teachers can create a custom gallery that enables just their members of a class to share, discuss and analyse examples of contemporary propaganda. By rating propaganda on a scale from "beneficial" to "harmful"

and discussing our interpretations, we discover the power that comes from talking about media messages. Because people have different interpretations of the material that we watch, see and read, we gain increased awareness of the power of media messages and the way they are understood by those who encounter them. The website also includes lesson plans to help learners understand new forms of propaganda, like viral marketing and sponsored content, which exploit the user's own data trail as they surf the Internet and share content with their social networks.

The rising tide of extremist propaganda that we are experiencing today has enormous destabilizing potential. Educators at all levels must be ready to take responsibility to help activate people's critical thinking as an explicit strategy for fighting the spread of harmful propaganda in Europe and throughout the world. Media literacy education, rooted as it is in the practice of inquiry, communication, and democracy, may make a contribution to healing some dysfunctional dimensions of contemporary society.

Renee Hobbs will be leading a workshop and giving a talk during the Media & Learning Conference taking place in Brussels 10-11 March 2016.

Media and Learning Book Review

Children, Film and Literacy
by Becky Perry (Palgrave McMillan, 2015)

Reviewed by Alberto Nantiat, ATiT, Belgium

"How do children learn through their engagement with films?" This is the question that Becky Parry – Lecturer at the University of Leeds (UK) and former teacher, cinema educator and children's film festival director – aims to answer in "Children, Film and Literacy", published in 2013.
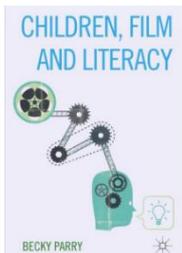
This is an interesting read that investigates the field of film literacy and its relationship with children's education, the importance of children's experiences with and through films and the impact that both these aspects have on their emerging literacies. As Jackie Marsh points out in the foreword, Parry's work "makes a significant and highly informative contribution to this field. It is puzzling as to why film has been so neglected in contemporary studies of children's multimodal practices".

The core of the book is the description and reflection on a small-scale qualitative research project with six 9-10 year-olds that the author conducted in response to the lead question. It explores the semiotic and learning process that take place with the decoding and internalisation of film texts and the impact that this has on the children's ability to interact with (and profit from) non-filmic texts.

A truly participatory approach characterises Parry's research, in which the children are active agents of the process. As Marsh points out in the foreword, it could be an interesting model for anyone who works with children to elicit aspects of their meaning-making.

ISBN: 978-1-137-29432-6 (also available in e-book).

Tools of the Trade

Create your own 3D animations as well as 3D print models with Blender

By Mathy Vanbuel, ATiT, Belgium

Blender is a free 3D computer graphics software that can be used for creating full animations as well as 3D graphics, visual effects, interactive 3D applications and video games. For makers and fablabs Blender is also useful for 3D modelling. Blender is professional grade software with a steep learning curve, which is the bad news. The good news is that it is extremely powerful and complete, it includes typical animation and

Image: Blender

graphics functionalities such as texturing, rigging and skinning, fluid and smoke simulation, camera tracking, rendering, cloning, compositing and much more. It also has a non-linear video editor as well as a game engine under the hood.
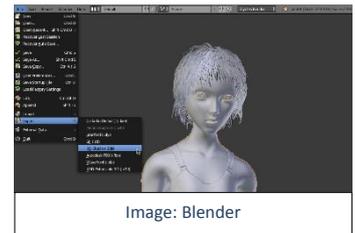
Because it is a free and open source software, it is well supported by an active community of users. Blender is used intensively in small graphics and animation studios as well as in universities and education institutes for student training. Spider Man 2 and Oscar-nominated Secret of Kells used Blender. Blender is not for once-off animation or design as it will take a few weeks to get your head around it and it also requires special skills that are typical for animators and designers (spatial and temporal perception) but for AV departments looking for reliable and powerful animation software, it is a great choice. It's freely available from here.

Research Notes

Study on critical media literacy and gender

This recent study by Puchner, Markowitz & Hedley examines the effectiveness of implementing a small-scale critical media literacy curriculum unit focused on gender stereotypes, especially as they pertain to

occupations. The research question was whether students exposed to the critical media literacy curriculum were more likely than students not exposed to believe certain statements like whether the media constructs stereotypical messages about women and men.

Media literacy programmes help raise students' level of civic engagement

Findings of this research from Martens & Hobbs show that students in American High schools that followed a media literacy programme have a higher level of civic engagement than students not engaged in such a programme.

Like to see your research featured here?

Are you involved in research on media-based education, media literacy or innovative use of media including animation, video, games in primary, secondary or higher education? The Media & Learning Newsletter is sent every month to over 12.000 contacts and is looking for research results to promote in the coming issues. Submit your proposal to be included here.

Media & Learning Association News

First keynotes for M&L Conference announced

The Media and Learning Conference 2016 takes place on 10 – 11 March 2016 in Brussels and will be preceded on 9 March by two workshops: one on Video in Higher Education and a second on Media-Supported Science teaching. A third one on Media Literacy will be announced shortly. Keynotes already confirmed for this year's conference include Alison Preston, Head of Media Literacy Research in Ofcom, Prof. Barend van Heusden, Cultural Education expert from the University of Groningen and Diana Bannister, MBE from the University of Wolverhampton, lead researcher in several key European initiatives related to creativity in the classroom. More info here.

Submit your MEDEA Award entry before it's too late!

The annual MEDEA Awards highlights excellence in the field of educational media, with the aim of encouraging innovation in the use of media (audio, video, graphics) in education. The eighth annual MEDEA Awards ceremony will take place on 11 March 2016 during the Media and Learning Conference. Registration is open and entries need to be submitted via the online submission form and sent to arrive at the MEDEA Awards Secretariat via post, e-mail or fax before the closing date: 30 November 2015 (midnight). The finalists will be then contacted by February 2016 and invited to participate in the Conference. For more information on how to submit your entry, click here.

Take part in our November webinars

The next Media & Learning Video in Higher Education Webinar on Video Use in Higher Education entitled "Tools and resources for annotating, cutting and searching video" will be held on Thursday, 19 November at 15:00 (CET). Speakers for this webinar are Marko Glaubitz, University of Freiburg, Germany, Franck Tankoua, ViJump, France and Erik Boon, Vrije Universiteit, The Netherlands. Find out more and register here.

This webinar will be followed on November 30 by the next webinar in the Talking Heads series entitled Mind over Media – Exploring the links between media literacy and radicalisation where the guest speaker will be Prof. Renee Hobbs, Media Education Lab, USA. More info here.

Resources of the Month

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

➢ VideoScribe, an application to create animated videos quickly and easily, which can be used also by unexperienced users;

➢ Embedplus, an application that facilitates the editing and the customization of Youtube video;

➢ Educational Videos, a website aimed at offering the best educational videos on the web

Related Awards Schemes & Events

HOME Conference on MOOCs 30 November in Rome

The Home Project (Higher education Online: MOOCs the European way) is organising a conference called "WOW! Europe embraces MOOCs" aimed at showcasing the success of MOOCs in Europe where it appears there are more Higher Education Institutions involved than in the US. This conference will take place at the Multimedia Classroom of the International Telematic University UNINETTUNO, in Rome. For more info, click here.

EUscreen conference in Warsaw: 3-4 December 2015

The International EUscreen Conference will be held at the National Audiovisual Institute, in Warsaw, Poland on 3-4 December 2015 and will highlight the benefits of making AV collections available online. Workshops, experiments and projects will introduce the participants to different forms and models of collaboration between archive providers and users. For more info click here.

ICIMT 2015 in Europe: 21-22 December 2015, Barcelona

This year International conference on Information and Multimedia Technology (ICIMT) will be held in Barcelona and will bring together engineers and scientists in Information and Multimedia Technology with scholars and students from Universities to present current research, ongoing activities and to foster research relations between universities and industries. More info here.

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