



Media & Learning News

Want to learn a foreign language through film?

FILTA is an association of language teachers, film educators and researchers. It was set up to provide a forum for the exchange of information about the use of film in language teaching. The FILTA website describes the main activities of the association which are to promote the teaching and learning of foreign languages through film by providing information and publications, creating a flexible online-learning environment that incorporates an expanding collection of materials and organising professional development activities. For more info, visit [here](#).



The Big Myth, a journey through mythology

The Big Myth is an experimental animated learning website, CD and tablet app designed for 6-12-year-old students, aimed at showing different worldwide creation myths. With the use of Flash animation, audio, sounds and graphics, children are not only able to learn more about different cultures but also to engage in discussion with one another, either to solve problems or to prepare a presentation. Furthermore, The Big Myth is proud to support "Educators in Exile", an open resource for refugee teachers online. More info [here](#).

And the winners of the PLURAL+ Festival are...

PLURAL+ is an international youth video festival focusing on migration, diversity and social inclusion. This joint initiative between the United Nations Alliance of Civilizations (UNAOC) and the International Organisation for Migration (IOM) is aimed at enhancing dialogue amongst young people all over the world. This year's competition attracted more than 240 videos, from which the three winners have been chosen who are:



- UN DRÔLE DE COCO, Belgium, Camera-etc. – Category up to 12 years old
- AIRSTRIP, Canada, Ms. Haylee Nottaway, with Wapikoni Mobile – Category 13-17 years old
- BLUE, Philippines, Mr. Breech Harani – Category 18-25 years old

The winners attended the 2015 edition of the PLURAL+ Festival and the Award Ceremony at the Paley Center for Media in New York on December 3. For more info, visit the [website](#).

Classroom recordings demonstrating assessment approaches



The 4 year SAILS project, funded by the European Commission, presented its new legacy website on 18 November at the European Parliament, in Brussels. This website includes video recordings highlighting ways in which science teachers are applying new methodologies to assess inquiry based science teaching developed in the 12 countries in their classrooms. More

classroom videos are being added regularly. You can check out the recordings [here](#).

More than 70 Media Literacy Experts meet in Brussels

The European Commission's Media Literacy Unit (DG CNECT) re-launched its Media Literacy Expert Group at a very well attended meeting on 1 December in Brussels. Participants included not only the existing network of researchers and policy-makers but also an expanded representation from public service broadcasting organisations, newspapers and journalists as well as an impressive array of European Commission programme representatives all actively engaged with the media literacy theme in one way or another. Much of what happened during the day was about getting to hear the different voices and opinions in this increasingly diverse ecosystem and the next steps of setting an agenda for this group are going to be challenging. Following this group's [Twitter channel](#) is probably the best way to stay up-to-date about what the next steps will be. More info about this group in following editions.



Featured Articles

Video-Mapper: An Interactive Video Annotation Workspace for MOOCs

By Dr.rer.nat. Ahmed Mohamed Fahmy Yousef, Fayoum University, Egypt, Dr.rer.nat. Mohamed Amine Chatti and Prof.Dr. Ulrik Schroder RWTH Aachen, Germany



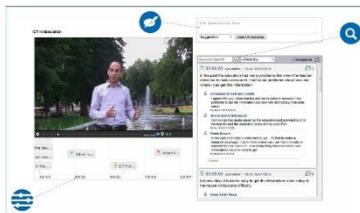
The design and use of Video-Based Learning (VBL) has received much attention in recent years as a result of new forms of online learning environments, such as flipped classrooms and, most recently, MOOCs. However, poorly designed video lectures can lead to unexpected problems. Many studies have reported that the lack of interaction around video content represents a critical problem faced by MOOC participants.

In order to enhance the degree of expected collaboration, discussion and interaction around the video content in MOOCs, we designed and implemented an interactive video annotation tool called "Video-Mapper" that shifts away from content delivery to support collaboration and interaction around video lectures, thus supporting self-regulated and networked learning in MOOCs.

Video-Mapper provides a more dynamic and interactive reception workspace of video tutorials. Learners can use the clipping option to create a new node representing a specific segment of the video. Moreover, they can structure and organise their new video nodes in a mind-map view. Furthermore, they can use the video annotation panel to collaboratively annotate a video and highlight video segments that might be confusing or need further explanation.



The interactive timeline visualising all annotations is located right under the video and is synchronised with the list of complete annotations. By selecting timeline items, learners can watch the video directly starting from the part to which the annotation points to.



You can read the full paper written by the team from Fayoum University, Egypt and RWTH Aachen, Germany from the EMOOCS 2015 proceedings, available [here](#).

RTBF Media Literacy Strategy

By Stéphane Hoebeke, Legal counsellor in charge of Media Literacy RTBF, Belgium



Stéphane Hoebeke

RTBF is the public media service for the French speaking part of Belgium. Its core business focuses on informing and educating people. This challenge includes developing media literacy (ML) (or media education) with and within the population.

The objective of ML is to help audiences access and use any kind of platform, and be able to analyse and sort all the information/data/images they get through the radio, television, Internet and

other new or social media. The goal is also to contribute towards the development of active, creative, critical and participative citizens.

RTBF has been involved in ML for quite some considerable time, perhaps from when ML was first considered. However it is only since 2014 that it has been defined in a real strategy. This strategy is reviewed on an annual basis and is made up of different full cycle actions: promoting existing programmes focussed on ML (Medialog; MediaTic, Le Journal du Web...), introduction of the media literacy aspect in other existing programmes (transversal action in news, Les Décodeurs, 7 à la Une, ...); new programmes about new technologies, a dedicated website, workshops open to the public visiting RTBF, training as well as participating in a lot of events linked to ML such as "La Semaine Numérique", "Le Salon de l'éducation", "le Salon des medias", "le Safer internet day"; etc.

Let's take a look at three programmes in particular.

Medialog: broadcast 10 times a year, Medialog is a mixed programme in 2 parts: one is about media literacy and highlights an aspect of content making, while the second part deals with a topic that comes from questions submitted by the audience (on for instance: transmission issues, comments and moderation on RTBF Facebook pages, respect of diversity, image, reputation, etc.).

Les Niouzz: news programme for kids, 6 minutes each day. RTBF reaches out to teachers and kids in their school on a weekly basis. It explains how Les Niouzz is created and asks kids to participate in the production of the programme (Classes Niouzz).

La Boite à clichés: short programme about stereotypes in the media (news, films, series, ads, press...) trying to open all our eyes (the box) to visible and invisible clichés.

A brand new website dedicated to ML has been created in April 2015, based on analysis and decoding access, content (privacy, image, reputation, discrimination, racism, sexism...) and representations or

stereotypes, as well as on participation, creation and production. The audience can participate in several ways: by giving their opinion by phone or social media, by reacting via the service of mediation, by attending a television recording or by producing content (Libre échange; Belgodyssée; Les Niouzz, La Boite à clichés...).

RTBF has also developed RTBF Inside and RTBF Lab: the latter offers workshops open to anybody (from 8 years old) during which participants can contribute to reviewing and creating programmes. It's learning by doing. Some of the interventions are recorded and RTBF can potentially use some of the work done for its programmes.

RTBF Academy delivers ad hoc creativity sessions on media literacy as part of its training offer.

The concept is great. RTBF still needs to find the most efficient ways to meet the objective of the programme and to develop partnerships with people or associations active in ML. RTBF is working with, i.e. Conseil supérieur de l'éducation aux médias, EBU, Media Animations, high schools or universities. For instance, since 2014 La Boite à clichés is developed with le Carrefour des cultures, a local association active in integration of diversity in our society. Based on the ideas and reflections of (young) citizens (i. e. students from Hennallux, the high school of Namur-Luxembourg), 4 new programmes have been produced. This partnership will continue until 2016 at least.

For more info visit this [website](#). RTBF is open to new partners. Do you want to join us? Send me an email at sho@rtbf.be

Providing campus wide video services with limited resources

By Sharon Flynn, Assistant Director, CELT, University of Galway, Ireland



Sharon Flynn

The Centre for Excellence in Learning and Teaching (CELT) at the National University of Ireland, Galway is a staff-facing central unit which has the broad aim to enhance the quality of teaching and learning at the University. The centre is responsible for various types of activities, grounded in the promotion of good pedagogy, including the support of learning technologies and media production. In the last 5 years, we have seen an increase in the use of video in

online, blended and on-campus courses, including the flipped classroom approach.

With a small complement of staff (just 4 members in the learning technologies team) to support an institution with about 17,000 students and 2,500 staff across 5 Colleges, we have to be selective in how we allocate our resources. We have a small recording studio, for video and audio, with facilities for video editing. Our approach is to empower academic staff to develop their own resources through a combination of technology provision, formal and informal training, advice, support and good practice guides.

There is an impression that video is inherently complicated and that advanced knowledge and skills are necessary to produce anything worthwhile. However, increasingly people are walking around with a smartphone video camera in a pocket, and this is particularly true for our students. We can create and upload a short video to YouTube or Facebook in seconds, so why not educational video too?



Since 2011 we have used the Kaltura platform and VLE (Virtual Learning Environment) building block to make video easier for all staff and students. Instructional videos, webcam or screen recordings can be created and uploaded to the VLE using simple tools that don't require anything more complicated than a webcam and headset, and no knowledge of video files and formats.

While having a technological solution is a necessary first step to support and grow the use of video as a mainstream teaching and assessment tool across campus, it's not sufficient. The CELT learning technologies team is involved in a range of activities to raise awareness and enable the whole university community to leverage the power of video in teaching and learning, including:

- provision of basic advice and support, through a ticketing helpdesk, online resources and good practice guides for self-support. Online resources include both text guides with screenshots as well as video guides using the tools themselves.
- highlighting and showcasing existing good examples of video that have been well integrated into the curriculum.
- hands-on training through workshops on using the tools and technologies for video. The workshops can be stand-alone or included in staff development technology events.
- embedded in the formal CELT professional development programmes (PG Cert in Teaching and Learning in Higher Education, PG Dip in Academic Practice), thereby situating the use of video technology firmly within the pedagogic context.
- leading by example, by making use of video in our own teaching and training activities, even when the focus is not video.
- working closely on selected, defined projects with individual staff and/or student groups, thereby creating showcase opportunities.
- provision of recording and editing facilities and services, where appropriate and feasible.



In an environment that is increasingly driven by measurements and metrics, it's important for us to monitor the use of video. From the Kaltura analytics tools we know that contributors, contributions and entries played have increased year-on-year since 2011, and are likely to grow further.

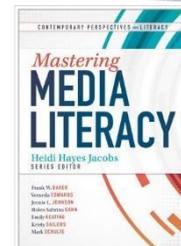
Media and Learning Book Review

Mastering Media Literacy by Heidi Hayes Jacobs (Series Editor, Contemporary Perspectives on Literacy)

Reviewed by Wim van Petegem, KU Leuven, Belgium

Contemporary Perspectives on Literacy is a book series on the so-called 21st century new skills (global, digital and media literacy). In this particular book the authors focus on mastering media literacy, not so much from the student but from the educator's perspective. In five chapters they explore different aspects to take into account as teachers when helping PreK-12 students to learn more about media and their role in a continuously connected, visually saturated and technology-based world.

The book aims at giving educators handles (practical tools, useful instruments, proven tips, accompanying website and interesting references) for incorporating media literacy into the traditional school curriculum. It starts from Bloom's taxonomy, sorry, Bloom's Digital Taxonomy and ends with designing rubrics for emerging technologies, including media. Meanwhile it describes how to develop canons for sparking students' film interest, how to engage students in creating their own media using a proper film 'language', and how to critically analyse (a mix of) new media messages.



As such, the reader (presumably a teacher in PreK-12 schools) gets a panoramic though partly overview of several elements that play a role when guiding students in becoming more media literate. It is left to the imagination of the reader to bring together the bits and pieces into one consistent story of instructional design, i.e. to implement all these elements into the own curriculum in a coherent way. Another critical note is that almost all included resources and examples are predominantly from and for the broader Anglo-Saxon educational world: for 21st century skills a more global approach might have been appropriate. Again, some own creativity of the reader could solve the problem and translate all this into another context.

One particular merit of the book is its emphasis on literacy, the language, grammar, vocabulary and idioms of media, and how students can be guided in learning this new language, up to a certain master level of being self-creative within this literacy. Although media are more general, the book clearly concentrates on film, as an example medium to develop media literacy. New media are not addressed in this book.

As a conclusion, this book is an interesting read and source of inspiration for (Anglo-Saxon) teachers in PreK-12 schools searching for help in guiding their students to become more media literate. Some 'higher-order thinking skills' are necessary in order to make this book interesting as well for learners themselves, for teachers in other parts of the world or in other levels of education, and for addressing new (social) media.

ISBN: ISBN 978-1-936764-56-3 (also available in [e-book](#)).

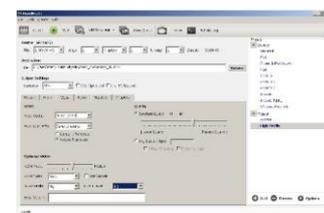
Tools of the Trade

HandBrake: a Swiss Army knife video transcoder

By Mathy Vanbuel, ATIT, Belgium

This is not a very new or innovative tool but a standard classic that belongs in every video maker's toolbox:

[HandBrake](#) is a free and open source video transcoder that works on nearly all platforms (Windows, Mac and Linux). HandBrake converts video from almost any format to a selection of the most up-to-date and widely supported codecs.



Handbrake does not enable copying of protected DVD video or decryption of Blu-ray Discs. Handbrake is great for advanced users because of its high number of options, which makes it of course not the easiest program to use, also because of the lack of a good tutorial or manual. So if you are new to video conversion and want to use Handbrake, stick to the



defaults or be prepared to do some experimentation first to get your settings right. A small price to pay for a free and powerful video converter.

Research Notes

Body, identity and images

In [this paper](#) Italian researchers focus on risky behaviours of adolescents on social media, for example “sexting” (sex + texting) and propose a methodological framework based on Peer & Media Education which can help educators to reach young people and make them more aware of their behaviour online.



What does it mean to be media or multiliterate?

This is one of the questions two Finnish researchers wanted to find an answer to. In the new Finnish curriculum multiliteracies have been introduced as an important transversal competence, [the article](#) gives an overview of how the literature explains the term multiliteracies and its relations to media literacy and propose a theoretical framework for these concepts.

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

Pre-conference workshops finalised for M&L16

Three workshops have been finalised to take place on 9 March right before the Media & Learning Conference. There include a half day workshop entitled “Mind Over Media: Analyzing Contemporary Propaganda” which will be led by well-known Media Literacy thought-leader Renee Hobbs, Professor of Communication Studies at the University of Rhode Island (USA). A second workshop on the impact and value of media to support science teaching is aimed at teachers and teacher educators and will feature lots of good practice and introduction to tools. The third entitled “Take a look at this! Building expertise and sharing experience in using video to support higher education in Europe” is aimed at Higher Education and is organised together with SurfNET in The Netherlands. [Book](#) your place now.



195 entries received for MEDEA Awards 2016!



The submission deadline for the MEDEA Awards 2016 has now passed! Entries this year came from 33 countries and will compete for one of the 7 prizes which are up for grabs. The finalists will be announced in February 2016 and will be invited to take part in the Media and

Learning conference 2016 which will take place on 10-11 March 2016 at

the Flemish Ministry of Education, in Brussels. Thanks to everyone who took part and we wish them all good luck! Follow the news on [Twitter](#) and [Facebook](#).

Take part in our December webinar



The next Media & Learning Association webinar for the SIG on Video Use in Higher Education entitled “Student-generated video in a Higher Education setting” will be held on Thursday, 10 December at 15:00 (CET). Speakers for this webinar will explain how they go about making video part of the student’s workload and how they deal with challenges related to quality, storage and assessment. Find out more and register [here](#).

Resources of the Month

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

- [Noticing Tools](#), a creative platform for iPad for irresistible STEM learning; 
- [XtraMath](#), a free web Math program aimed at helping students to master basic mathematical skills; 
- [IrfanView](#), an innovative freeware graphic viewer which can be used for video editing. 

Related Awards Schemes & Events

EMOOCs 2016: Registration is now open

Registration for the fourth European MOOCs Stakeholders’ Summit is now open! The conference will be held in Graz (Austria) on 22-24 February 2016 and two keynote speakers have been already announced: Anant Agarwal, CEO of edX, an online learning destination founded by Harvard and MIT, and Pierre Dillenbourg academic director of the Center for Digital Education and head of the CHILI Lab at the École Polytechnique Fédérale de Lausanne and founder of the EMOOCs conferences who will deliver the closing keynote. More information available [here](#).



EDEN Conference deadline announced

The EDEN Conference 2016 “Re-imagining, learning environments” will celebrate its 25th birthday in Budapest (Hungary) from 14 to 17 June 2016. The aim of this year event is to understand how digital media is affecting education and to identify new approaches and models to these new learning environments. The call for contribution is now open and the submission of papers will be possible till 1 February 2016. For more info, visit the [website](#).



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