



Media & Learning News

EMMA Spring programme of new MOOCs launched!

Following the successful launch of the EMMA platform in autumn 2014, the EMMA team are delighted to announce the new programme of free Massive Open Online Courses (MOOCs) which is now open for enrollments. Each MOOC lasts from 6 to 9 weeks and is open to learners all over the world, proposing an interesting variety of topics. All the MOOCs are offered by EMMA, the new European Multiple MOOC Aggregator which brings together leading University partners providing online and accessible learning opportunities. Each of these MOOCs is offered in different European languages (Estonian, Spanish, Dutch and Portuguese) with translations and transcriptions in English. Visit the [project platform](#) to find out.



Creative Europe calls for proposals to develop European Video Games



Creative Europe is the European Commission's framework programme dedicated to the culture and audiovisual sectors. Its MEDIA sub-programme has recently announced a new call for proposals: *Support for the development of European Video Games*. The notice is aimed at European video game companies whose activities contribute to encourage the development of European audiovisual interactive works such as videogames and multimedia with enhanced cross-border circulation potential. Applications must be submitted to the Executive Agency (EACEA) no later than 26 March 2015 at 12.00 (CET). You can read the full call notice and find all useful information about how to apply [here](#).

8th BFI Future Film Festival

The BFI Future Film Festival is a networking event aimed at providing opportunities for young film-makers to connect with the film industry, kick-start their career and acquire new skills and expertise through their participation in masterclasses, workshops, discussions with professionals and Q&A sessions. The 8th edition of the Festival ran from 20 to 22 February 2015 with a rich program: the first day was on Animation, the second was dedicated to Fiction filmmaking, and the third and last day was on Documentary making. Click [here](#) to find out more.



INSART provides opportunities for marginalised young people



INSART is an innovative project aimed at providing employment opportunities for young people aged 16-25 years who live at the margins of society for different reasons (immigrant background, poverty, disability, etc.). The promoted activities aim to facilitate their socio-professional integration through artistic experiences, with an intercultural approach (the project covers 5 European countries). One of the last outcomes of the collaboration are 3 video-performances designed by 17 Italian young

participants, who attended one of the INSART workshops in Sicily last year. You can watch these three nice videos [here](#).

FRAME 2015: preserve audiovisual archives

The FRAME seminar is a training course addressed to media practitioners and professionals interested in the use of new technologies to restore, digitalise, preserve and re-use audio-visual and cinematographic archives. This year's seminar is organised by Ina EXPERT, centre for expertise in media and digital content, in partnership with the International Federation of Television Archives (FIAT/IFTA), Eurovision Academy and the MEDIA programme of the European Commission. The course is organised in two sessions that will take place in June and October 2015. See [here](#) for details and registration.



BAFTA organises Children's Question Time



Children's Question Time is an event organised by the British Academy of Film and Television Arts (BAFTA) which is taking place in London on March 16. During the event, several children's media experts will be discussing core issues related to today's media industry aimed at children and answering questions submitted in advance both on the BAFTA's website and on their Twitter channel. Among the main topics, the debate will focus on children's viewing habits, Public Service Broadcasting and investment trends. Visit the [website](#) to submit your own questions and find out more about the event (panellists, venue, tickets, etc.).

Little bird Dimitri winner at Anima Awards 2015

Do you remember Dimitri, the little bird protagonist of *Dis-moi Dimitri*, one of the finalists in the MEDEA Awards 2014? Well, our little friend is flying from one festival to another all around Europe and seems to be much appreciated by both adults and children!



Recently the web series *Dis-moi Dimitri* has also been rewarded at *Anima*, the Animation Film Festival which ran in Brussels from 13 to 22 February. The Festival hosted the [Anima Awards](#), an International Short Film Competition. The little bird brought home two prizes: the Award for Best Children's Short Film and the Audience Award for Best Children's Short Film. Our compliments to Dimitri, and good luck for its future adventures!

The Guardian: 10 children app trends for 2015



In a [recent article](#) about technology, *The Guardian* suggests a list of trends that might characterise the way children will be approaching digital devices this year, which means how they will be playing, learning and creating using smartphones, tablets and similar. Apps and digital media have become an integral part of their daily life: faced with this, plenty of companies are focussing on finding out the best ways to exploit the potential of new devices. Covering digital storytelling, children's coding and music and video creation, each trend is based on a suggestion of apps that are already available on the market today, and that might be of interest to parents and educators, to enable children to get the best from their digital experience.



Featured Articles

Embodied Learning

by Karien Vermeulen, Waag Society, The Netherlands



Karien Vermeulen

Requirements for embodied technology. Nowadays, it seems we are all about our heads, minds, and eyes. Our world is dominated by screens, and in education, children are made to sit still behind their desks. They are constantly asked to use their heads without being able to utilize their whole bodies.

But, if you think that learning just happens within the mind that sitting, listening and reading are the best ways to acquire new knowledge and skills? Well, you're wrong! Optimal learning is a matter for the whole body. How you sit, stand, and move have a great influence on what you learn. The more areas of the brain involved in experiencing new things, the more likely it is that you'll actually remember what you learn. This requires novel learning situations, new types of learning spaces, and – perhaps – even a new pedagogy.

Learning with your body. Formal education focuses on knowledge development through using our heads. Experiential learning, which often occurs in non-formal learning situations, is the direct opposite. Look, for instance, at the way a child learns to catch ball or to cycle. He or she doesn't learn these skills from a book. In school, intuitive knowledge is often not addressed, and experiential learning is no longer natural. However, we know that even abstract knowledge, for instance on gravity and mathematics, is acquired more easily when we experience them with our own bodies. Learning with your body is nothing new. The recognition of embodied learning's effectiveness as a tool, and the promotion of its use in education is, quite simply, necessary.

Embodied cognition.

According to the brain-as-computer analogy, popular since the 1950's, the human mind is primarily a machine that processes information. Yet, research on embodied cognition,



a movement in psychology, shows that cognitive processes (like thinking, language comprehension, and memory) are strongly related to what happens in the rest of the body. Embodied cognition is dynamic. It is the acquisition of nonverbal knowledge encapsulated in our physical bodies (including our heads!) that is constantly influencing how we live our lives. It's the (un-)conscious personal knowledge we accumulate throughout the years from our bodily senses, our social nature, and our participation in the world.

Cylinder_Rolling Stairs_Seesaw. [Artist in residence](#), Marloeke van der Vlugt, and [Waag Society](#) cooperatively developed the installation, *Cylinder_Rolling Stairs_Seesaw*. The installation consists of a series of balance objects in combination with a Kinect sensor that determines the position and posture of the user. The installation evokes bodily awareness, or "corporal literacy". Corporal literacy supports the execution of embodied learning. Critically

engaging with one's body stimulates an open unnatural approach to the world resulting in creativity and emphatic social behaviour.

Requirements for embodied technology. Our research on embodiment, has resulted in a list of requirements to address while designing embodied technology:

- Haptic: the design should be tactile and physically challenging.
- Intuitive: the design should address readily transferred, existing skills, and allow for room to discover, and match expectations.
- Bodily feedback: the design should help create focus and attention, and/or provide feedback and reflection on one's own body.
- Multisensory: the design should dynamically appeal to different senses.
- Human scale: the design should reflect the subjective reality of the individual as the measure of all things.
- Transfer: the design should enable the user to be creative (to contribute something and to personalize it).

This list is not extensive, and is still in flux. We will continue our experimental research on embodied learning. If you have questions, feedback, or suggestions, please keep us posted.

If you want to find out more about what we do, you can contact [Marloeke van der Vlugt](#) or [Karien Vermeulen](#), programme manager Creative Learning Lab Waag Society.

Transcending the boundaries of the classroom: The value of video in education

by Rob Higson, University of Derby, United Kingdom

At the University of Derby we are lucky enough to have our own Media Production Team which supports academic staff in the creation of videos to enhance teaching and learning. We are commissioned to produce a wide range of videos and no matter what the subject is, we always begin with the same questions - Who is your audience and what are you trying to achieve with this video? The answers we receive inform every decision we make when creating a video.

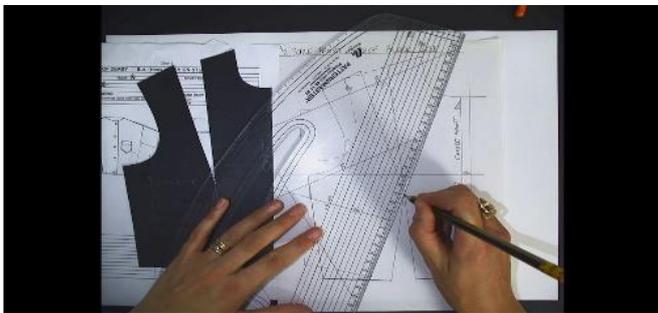


Rob Higson

Video can add value to teaching and learning in many ways. It can bring otherwise inaccessible places or people into the classroom, visualise concepts, tell stories through case studies or role plays. We can choose where we place the camera, speed things up or slow them down, show a process that takes years in just a few minutes and break long procedures down into digestible chunks. All of these mechanisms and more are at our disposal as we consider what we need to achieve with a video. To put this in context let's look at an example from [The Flexible Feedback Project](#). Ann Draycott, from our Fashion Programme, wanted to create videos which demonstrated complex pattern cutting exercises that students could use for self-study both in and out of the classroom. See Ann describe what she wanted to accomplish [here](#). To achieve this we needed to decide on the most effective way to convey this information. I felt that replicating the live experience of Ann delivering the demonstration was the way to go and the best visual representation we could give students was to see this from Ann's point of view, which in real life would be impossible. But this is video, so we can choose where we place the camera, including places we normally can't go.



We used a document camera (a standard piece of classroom technology at Derby) to record an overhead view of a live demonstration. This represented the closest approximation we could get to what Ann was seeing and also allowed Ann to complete the activity with little intrusion. I encouraged Ann to be informal in her delivery, something I felt her students would appreciate and would make for a more engaging video. Ann was already known to the audience, so we didn't want to portray her in an inauthentic way. Our next consideration was length. To allow students to better navigate the processes, we broke the demonstration up into seven short videos, each with a specific focus. The resulting videos were shared through YouTube and embedded within our Virtual Learning Environment giving students a common place to access them. They were made available prior to lectures. Hear one student discuss how she used the videos [here](#).



The students now had the flexibility and the resources to independently study, at times and places of their choosing. We found students watched the videos before lectures to prepare, during lectures when Ann wasn't available and after lectures to aid revision. By using video, we facilitated an approach to teaching and learning which transcended the boundaries of the physical space of the classroom and the times at which learning could take place. The videos were never intended to, nor did they replace Ann as the primary tutor. Ann still delivered the same live demonstrations within the timetabled lectures but the considered use of video added a value that no other medium could have.

Rob Higson was one of the speakers at the last [Media & Learning Conference](#) in Brussels. *The Flexible Project* was also one of the finalists at the [MEDEA Awards](#) 2014.

Media for Science Education

by Dennis Liu, Head of Educational Media, HHMI, USA

There's only two things missing from much of science education - in the US at least - unfortunately those two things are scientists and their science. A shame in such an exciting time to be a scientist, starkly contrasting with the drudgery that too many students associate with learning science. Despite alternative modes of science instruction the lecture, textbook, and cookbook lab dominate most instructional settings; tools aimed primarily at stuffing scientific "facts" into student heads rather than showing how science works and giving students durable conceptual insights. Engaging media supplements are one way to inject fresh science into the curriculum, and to emphasize the dynamic process of science. In some cases providing the engaging supplemental materials can help shape and improve the curriculum going forward. That has been our experience, for example, in evolutionary biology

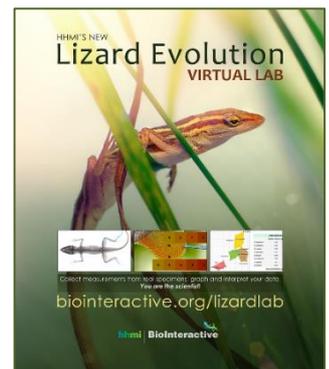


Dennis Liu

in helping to establish the ice fish and the rock pocket mouse as better stories of how evolution works than the venerable peppered moth example.

Since about 1997 The Howard Hughes Medical Institute (HHMI), through its BioInteractive website and related programs, has been devoted to providing teachers with multimedia materials to bring cutting edge science and scientists into the classroom. Other websites in the US have taken a similar approach in providing online materials to enhance science learning. Notable examples include: the UC-Berkeley *Understanding Evolution* and *Understanding Science* websites; the University of Utah *Learn Genetics* website; the educational websites of the Cold Spring Harbor Labs **DNA Learning Center**; and The University of Colorado's interactive physics simulations (PHET). There are of course numerous other excellent efforts in this arena too numerous to list in this short article.

If you visit the [BioInteractive website](#) you will find an array of media including: animations, virtual labs, interactive multimedia lessons, hands on activities, and yes even articles and lectures. All of the materials have the classroom educator in mind, and so correlations to curriculum standards, for example, will never have broad appeal. But we are always looking for the opportunity to use media to make science appealing, relevant, even sexy. Three tools among many have been particularly popular: high-end 3D animations, virtual labs, and cinema-quality narrative films. Accurate, well-done animations are useful to instructors since moving graphics are worth thousands of words, and over and over we hear from students how much they appreciate the beauty of animations that make hidden processes visible. Virtual labs, while no replacement for wet labs and authentic research, are an opportunity for students to engage with the process of science, which entails asking questions, collecting evidence, documenting your work, analysing and drawing conclusions, and asking more questions while revising your thinking. Finally, films can help show that just like other disciplines science has great stories, and the settings of films can help remind viewers that the goal of the natural sciences is to better understand our world. It can be deeply engaging to follow the passions, setbacks, and triumphs of a scientist driven to make a discovery.



All of the materials produced by the BioInteractive team are free to use directly from the website as well as to download, but the group operates on entrepreneurial principles. Our model is to market materials to instructors as if they were our wholesale sales force, who in turn retail the materials to their students. Over 15 years, we have built a significant network of teachers. There are 98,000 subscribers to our monthly newsletter (here to [sign up](#)) with half self-identify as instructors. From studies surveying hundreds of teachers we know that the multiplying factor for each teacher using our materials is about 80 students for each year of use. For those of you who are in the half of our audience who just want to taste some delicious science, we also have a BioInteractive YouTube channel without the layers of educational support.

Dennis Liu presented the finalist entry *The Origin of Species: Lizards in an Evolutionary Tree* at the [MEDEA Awards](#) 2014.



Tools of the Trade

Freemake: the Swiss Army knife of video

By Mathy Vanbuel, ATiT, Belgium

This is what it says on the box: a free tool to convert video with a single click to AVI, MP4, WMV, MKV, 3GP, DVD, MP3, iPad, iPhone, PSP, Xbox, Android phones, MP3 and many more formats. It supports rip and burn DVD and conversion of YouTube to MP3, MP4, AVI, etc. What else? Import music (MP3, AAC, WMA, WAV), and photos (JPG, BMP, PNG, GIF). Turn still images and photos into video or slideshows with background music. Edit slideshows: add, delete, shuffle photos, add audio. Convert video to Flash or HTML5 and embed it directly into your website. Prepare videos for playback on portable devices or on gaming consoles. Convert movies to DVD or Blu-ray format and burn DVD or BD discs or export them as an ISO image. Upload videos, photo slideshows and visualisations to YouTube. Edit, add transitions, rotate videos and reduce video file size etc. Some options are paid: working with subtitles. **A word of caution:** be very careful when downloading and running the installer: **don't select** the Easy Install option, but choose for the Custom Install and select carefully only those parts that you want to install, there seems to be a lot of bloat-ware coming with the default installation! Visit the [website](#).



Resources of the Month

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

- [Flocabulary](#) An online library of educational hip-hop songs and videos for grades K-12. Over 20,000 schools are using it to engage and inspire students.



- [50 educational podcasts](#) A collection of educational podcasts from the *Teacherwithapps* blog on a lot of interesting topics related to education.



- [Vialogues](#) An online platform where you will be able to make a Vialogue (video & dialogue): upload a video and give people something to talk about!



- [7 resources on Film Literacy](#) The Edutopia blog collected 7 interesting resources on Film and Media Literacy.



MEDEA News

Upcoming M&L webinar on 12 March 2015

Defining the market: trends for products and interactivity is the next M&L webinar which will take place on March 12 at 15:00 (CET). If you have a Twitter account, you will also have the opportunity to start/participate in related discussions about the addressed topics using the hashtag #MLtalks. We remind you that this webinar is one in a series on Lecture Capture and Video Use in Higher Education. Visit the [Media & Learning Association](#)

website to check all the upcoming webinars, scheduled up to June 2015! Recordings of the past webinars are also available, in case you missed them.

Showcases of the MEDEA Award 2014 winning entries now available!

The [showcases](#) of the winning entries of the MEDEA Awards 2014 are now available on the competition website! We remind you that the MEDEA Professional Production Award 2014 went to *The Digital Prevention Platform* produced by Saffron Interactive Ltd for the AVA (Against Violence and Abuse) service in the UK and the overall prize for the MEDEA User-Generated Award 2014 went to *Un autre monde/Eine andere Welt*, a joint submission from Albeck Gymnasium Sulz in Germany and Collège Frédéric Hartmann, Munster in France.



Related Awards Schemes & Events

ISE Light Competition, 31 March

If you are an Inspiring Teacher and you would like to share some of your most inspiring teaching moments, maybe you should join the ISE Competition 2015 *Learning with Light!* The contest aims at recognising and rewarding inspirational science teaching practice. If you are planning to run an exciting experiment in your science class between now and March 31 this is a chance for you to highlight your work to schools and policy-makers all over Europe! More info on the Inspiring Science Education [website](#).



Economist video contest, 31 March

The Economist recently announced the [Economist Video Contest](#), a competition open to all filmmakers worldwide interested in creating short videos for 14 to 17-year-olds. Participants can use the techniques and means they prefer (animation, graphics, documentary materials, etc.) to create content most likely to engage high-school students. Each entry has to focus on one of the topics covered by The Economist (politics, finance, international relations or technology) and last from 3 to 5 minutes. Deadline for submissions is 15 March.

Global Learn Berlin, 16-17 April

[Global Learn](#) is an international conference held in Berlin, organised by the Fernuniversität in Hagen, Germany and the Association for the Advancement of Computing in Education (AAACE). The aim of the conference is to encourage innovation in learning, with a global and international approach, as technology is changing the way students learn, explore and share knowledge. Global Learn aims to be an opportunity to connect and engage creative educators, researchers and consultants and this year is going to take place on 16-17 April.



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