

Media & Learning News Newsletter gets a new name

As you can see, the Media in Education Newsletter has a new name; Media & Learning News. We took this decision in order to strengthen the link between this newsletter, the MEDEA Awards and the Media & Learning Conference. Media & Learning News will continue to bring you plenty of news items and feature articles about how people all over Europe and further afield are using media to support learning as well as updates on educational media repositories and developments in relation to media literacy. This newsletter will continue to be published every month and starting from March 2011 onwards will be available every second month in French, German, Italian, Spanish and Polish. We look forward to receiving articles and news from you!

Top 5 Videos about ICT-related developments in US Schools

The editors of eSchool News have assembled a list of the [top five videos](#) from eSN.TV in 2010 that best represent changes and ideas that have emerged to improve education and education technology. They include an interview with Karen Cator, director of education technology for the U.S. Department of Education, discussing the new National Education Technology Plan, a great video about the joy of reading from Ocoee Middle School and Alan November discussing the philosophy and culture of today's school.

eSCHOOL NEWS



First Light looking for film reviewers in the UK

Since September First Light's Digital Documenters have been busy producing short documentary films to tell the world about how the Olympic ideals affect young people. Their objective is to create a buzz about the London 2012 Olympics, show the massive variety and impact of volunteering and encourage more people to volunteer! As part of this campaign, there is a special Digital Documenters category at the [First Light Awards 2011](#) in Leicester Square, London. This event aims to show how important volunteering is and celebrate the achievements of young filmmakers. If you would like to be involved as a Campaign Film Reviewer, [contact](#) the organisers as soon as possible.



BUFVC 2011 Handbook now available

The 2011 edition of the British Universities Film & Video Council Handbook is now available. This handbook provides a guide for students, teachers, information managers, service providers, media folk and anyone using audio-visual media in higher and further education. This latest edition of the Handbook includes a guide to: university audio-visual centres, British film archives, details of media festivals and awards, information on video distributors, film and media training courses available in the UK and the most important media legislation and reports



issued by UK government departments and selected bodies during the last 12 months. To find out more, visit the BUFVC [website](#).

Dates for Media & Learning Conference 2011

The Media & Learning Conference will take place on 24-25 November in the Flemish Ministry of Education and Training in Brussels. Building on the success of this conference in 2010, this year the agenda will highlight topics related to teacher training, strategies for embedding media literacy in the curriculum, and experiences related to the use of audiovisual media to support early and special needs education. A call for ideas will be launched in February and the conference will include the MEDEA Awards Ceremony which will be held on Thursday 24 November.



Featured Articles

On March 24th 2011 BBC News School Reporters will be making the news for real...

We asked Ros Smith, Deputy Editor of the BBC News School Report project and winner of the MEDEA Overall Award in 2010, to bring us up to date with BBC News School report. Here is the report she sent us.



Ros Smith (BBC) receiving the MEDEA Awards statuette from Kathy Lindekens (VRT)

Ros: BBC News School Report gives 11-14 year-old students in the UK the chance to make their own news reports for a real audience. Using lesson plans and materials from the website, and with support from BBC staff and partners, teachers help students develop their journalistic skills to become School Reporters.



In March, schools take part in an annual News Day, simultaneously creating video, audio and text-based news reports, and publishing them on a school website, to which the BBC links. This year the News Day will be on Thursday 24th March. There will be coverage during the day on the BBC outlets including live 7 hour radio and TV broadcasts on the School Report [website](#).

What happened last year?

On the News Day in March 2010 more than 700 schools and 25,000 pupils took part in events across the country and link-ups took place with young people in various places around the world, including students from Haiti, Africa and Afghanistan.

One of the largest events which took place was a record-breaking temperature measurement - involving School Reporters from as far afield as the Shetland Islands and Jersey - even a school on St Helena in the South Atlantic.

"I think BBC School Report is an excellent way to make teenagers aware of the news as nowadays most of them don't know what's going on in the

news so making it an active experience was thoroughly enjoyable" School Reporter

Independent Evaluation

An independent evaluation of the project carried out by Don Passey and Julia Gillen, from the Department of Educational Research at Lancaster University, found "widespread agreement" about the worth of the initiative around the UK.



Don Passey said: "Students are not just handing their work to a teacher, they are handing it to the world and they are doing that through the BBC. He added: "School Report offers an authenticity and realism I've not seen matched. It gives students a voice, enables them to do something with credibility and allows them to have contact which they could not otherwise have." You can find a PDF of the evaluation [here](#).

How UK schools can work with twinned/partner schools overseas



Although the project is only for pupils in the UK many schools link up with their twinned/partner schools in other countries to add a different perspective to their reports.

To help students this make an international news report with their partner school BBC News School Report and BBC World Class have worked together to create a downloadable resource. World Class is an initiative which supports the linking of international and UK schools. The resource invites one group of students to provide facts and opinions, about an issue affecting them, for another group of students, who take on the role of reporters. It can be used as part of BBC News School Report or within other school twinning activities.

School Report Editor, Helen Shreeve said, "I hope this encourages more schools to have a go at international newsgathering. It means schools can become foreign news bureaux for each other." Read more about this opportunity [here](#).



Making maths attractive - a mother's experience in using media rich learning resources

Jola Galecka works for Young Digital Planet, a leading educational ePublisher and she is also a mother of 2 young boys. We asked her to describe what it was like trying out Young Digital Planet's new courses for Lower Primary Maths which are based on the successful Finnish textbook "Laskutaito" and which include a range of interactive materials as well as personalised characters designed to guide students through the course. The series is designed to teach mathematical concepts, skills and terms in real life situations.



Jola Galecka

Jola: Since I have always been interested in making my children fall in love with Maths I was very excited about trying out these new materials with my own boys. To begin with, there were only few digital lessons available so I was really pleased when they asked me whether I had any more of that 'fun maths'. It turned out that the audio instructions and the feedback from the guiding characters, together with the ability to check the answers and to show them up ahead basically replaced my involvement in the whole process. All those features substituted for my interacting with them which made all the difference to working with books alone.

Eventually I brought home enough lessons to satisfy the boys for over a week. I was a bit disappointed at first that my older son had some problems as I thought the level was far too low for him to begin with. However it turned out that the way the activities were prepared was different to what he had been used to. He was not used to such independent ways of working: the instructions were different, they did not say exactly what he should do, but rather expected him to draw his own conclusions. Sometimes the picture or drawn instructions were playing a crucial part, which he could not figure out at all at first.

My younger son did not struggle as much with the concepts and the way he was supposed to figure out the solution to the exercise. He found it all engagingly challenging and he loved getting the animated incentives at the end of the activity and the gifts at the end of the lesson. He enjoyed changing the guiding characters and choosing the emoticons.



I made an additional experiment: I gave some of the "tricky" (meaning different from what I had seen the boys doing at school) exercises from level 1A to my older son to figure out and he could not solve what my 7 year old had already figured out completely on his own. That made me think. I realised, that the difference between the boys was purely the amount of time they had spent in the regular school. It is the school's approach to teaching maths that had killed certain aspects of divergent thinking in my older son.

I became determined to continue "Lower Primary Maths" with my boys. And I was rewarded with ... having to call them for dinner 3 or 4 times "Just a moment Mom, I am almost done... can I finish this one, please? I thought they were pulling my leg so I went to check in their room to see if they weren't playing with Lego under the table. But no, they were really solving the problems. The activities were fun, so different from the dull maths in school. They are not just connected to real life, they are intertwined with it on many levels: the activities are about nature, animals, baking cookies or doing shopping. Every exercise is approached from a lot of different angles: objects are hidden, purchased, sold, taken away, given, etc. instead of just "added" or "subtracted" and the child is supposed to figure out the total from the whole situation.

Along with the verbal instructions the kids also get visual instructions, like colours or positions. They are expected to make sense from what they see, not just from what they read. Draw conclusions from the examples. The

exercises are intuitive, varied, fun to do and entertaining. Each page brings a new adventure. The additional benefit: kids learn about important science, historic or geographic facts while practicing maths. It shows them

The multiplication table

How much will it cost if three children go on a canoe safari?

Eddie's Adventure Trips	
(price per child)	
Canoe Safari	6 €
Pirate Adventure	8 €
Night Sail	9 €
Diving Adventure	7 €

3 · 6 = 18

Answer: 18

the ubiquity and importance of this staple subject, which forms the basis of our comprehension of the world. It gives the kids a chance to finally understand and believe that

maths is all around us. They are more like brain puzzles, brain teasers – which my boys loved from when they were toddlers. I must say it is one worry off my shoulders.

For more information on Lower Primary Maths, visit the Young Digital Planet [website](#) where you will find a presentation of this course. Feel free to contact Jola directly with comments or questions regarding this article or the product, at Jolanta.Galecka@ydp.eu.

An invitation to join ICEM, the International Council For Educational Media

ICEM was founded in 1950 with the intent of promoting and developing educational media and its use in a variety of pedagogical fields. Since the very beginning ICEM has strived to advance both pedagogy and technology - from the 16 mm films in the past to the digital and interactive content of today.

Sixty years on and ICEM continues to fulfil its goals as a non-profit, non-governmental organisation which is highly active and renowned in the field of educational media and technology. Its individual and institutional members constitute a unique combination of technology experts, both public and independent commercial media producers, scientists in the field of media pedagogy, school administrators, and even ministries.



The world of education may have experienced great changes in technology and pedagogy over the decades, but the primary goals of ICEM still apply today:

- To facilitate international exchange and evaluation of information, experience and materials in the field of educational media as they apply to pre-school, primary and secondary education, to technical, vocational, industrial and commercial training, teacher training, and continuing education.
- To foster international liaison among individuals and organisations with professional responsibility in the field of educational media.
- To cooperate with other international organisations in the development and application of educational technology for practice, research, production, and distribution.

ICEM's annual conferences take place in late September/early October. The next [conference](#) is in Aveiro Portugal, 28-30 Sep 2011.

ICEM membership enables those professionally involved in the production, distribution and use of media in teaching and learning to establish a broad network of contacts with educators, researchers, managers, producers and distributors of educational media from around the world. Join [here](#).



Tools of the Trade DIY 3-D Video?

Continuing our monthly Tools of the Trade section, this month Mathy Vanbuel is tackling the topic of 3-D video. 3-D video or stereoscopic video is the technology for creating an illusion of depth in a (in reality 2-D or flat) image by presenting two flat images that are somewhat offset one to the other, separately to the left and right eye. The brain of the viewer is misled by the offset between both images and recombines the two images to a single image which appears to present the object in 3 dimensions.

3-D is recently attracting a lot of attention again: James Cameron's movie Avatar was a great success largely thanks to the spectacular 3-D design. Sony experimented with 3-D live television broadcasting at the World Cup Football in South Africa 2010: viewers in cities throughout the UK and elsewhere could watch the matches in specially equipped cinemas. In this first part of a short series of articles on how to use 3-D in classroom, we briefly introduce you to the concept of 3-D and to the physics behind it. In the following articles, we will show you how you can cheaply create 3-D (moving) images yourself, how to display or project the images, and finally we will give you some examples and tips on the use of 3-D video in class.

Images in 3-D are not an invention of the 21st Century: already in 1838 Sir Charles Wheatstone experimented with stereoscopy. Throughout the history of photography and film at regular moments in time 3-D re-appeared (and disappeared again). Probably the best known and reasonably successful application was the Viewmaster, a viewer that used paper disks with dual images to recreate 3-D images, an application that was still under production with Fisher price until very recently, be it as a children's toy. Many films were created in 3-D; even Andy Warhol produced one together with Carlo Ponti in 1973: the horror film *Flesh for Frankenstein*. But it's mainly thanks to the research and development of James Cameron in the domain of cameras, lenses, rigs and projection technology that 3-D seems to have finally reached maturity.

A simple explanation of how 3-D works. Two images are taken: this can be done with two cameras side by side, with a single camera with two lenses side by side or with a single camera moved between two positions. For capturing (video or still) images of moving objects, the latter is obviously not the most suitable solution. Theoretically speaking the distance between the two lenses (whether these lenses are integrated in a single camera or whether it is lenses of two separate cameras) should be equal to the distance between the eyes or the Inter Pupillary Distance (IPD): about 63 mms. However in order to create a suitable stereo window in which the 3-D effect is strong enough, the distance between the lenses varies according to the distance between camera and object as well as to the distance between viewer and stereo display. Because the distance between both eyes is fixed, by adapting the other parameters, one can alter the 3-D experience to match the realistic depth according to the following formula:



$$\text{Distance (camera - subject)} + \frac{\text{Distance (viewer - screen)}}{\text{Inter Pupillary Distance}} = \text{Inter Lens Distance}$$

For a subject that is 3 metres away, which has to be viewed ultimately on a screen 1 metre away, the lenses have to be separated by 200 mms in order to create the same effect of dimension. By the same formula it can be understood that the further the viewer is removed from the screen, the more the image will pop out.

Obviously, the formula is of little use when objects are moving towards and away from the camera and when the stereo images are intended to be viewed on displays of various sizes and at unpredictable viewing distances. Therefore a fixed camera setup with lenses approximately 63 mms apart is a good compromise. 3-D cameras based on the dual lens principle exist:



Fuji FinePix REAL 3D W3

for example the Fuji FinePix REAL 3D W3 (about 400 Euros) is a digital photo camera that allows for recording of video in high quality 3-D according to a proprietary Motion JPEG format that can be played back in 3-D on suitable displays. The

Panasonic HDC-SDT750 (about 1,000 Euros) uses a 3-D conversion lens that records right and left images simultaneously. Another example is the Panasonic AG-3DA1 3D Camera (more than 20,000 Euros) which is designed for professional 3-D video production.



Panasonic HDC-SDT750

In our next issue, we will demonstrate how you can record your own 3-D videos without having to spend a great deal of money.

MEDEA News

European projects supporting MEDEA Awards



The MEDEA:EU project funded under the European Lifelong Learning Programme is coming to an end in January. This project led by partners

ATIT in Belgium, UNI-C in Denmark and IADT in Ireland enabled the MEDEA Awards to operate in French and German as well as in English. It also provided support towards the creation of the MEDEA Gallery which currently features 41 separate [showcases](#) highlighting finalists, winners and highly commended entries to the MEDEA Awards in 2008, 2009 and 2010.



Meanwhile work in the MEDEA2020 project with partners CSP in Italy, Management Observatory Foundation in Poland, IADT in Ireland, University Nancy 2 in France, the Spanish Confederation of Teaching Centres (CECE) and led by ATIT in Belgium is already underway and one of its outcomes will become visible already in March when this newsletter will be published in Italian, Spanish, French, Polish and German as well as in English.

MEDEA Awards 2011 to be launched in February

The deadline for receipt of entries to the MEDEA Awards is 16 September 2011 and will include 4 separate awards categories; Best Professionally Produced Entry, Best User-Generated Entry, Best European Collaboration entry and Best Entry related to the topic of Volunteering. Entries can be submitted in French, German, English, Polish, Italian or Spanish. The new website where you can submit your entry will be launched in February.

Related Awards Schemes & Events BaKaFORUM 27-29 January, Basel, Switzerland

This year the [BaKaFORUM](#) will take place under the banner "Enlightened Visions? Cross-Media, Digital Convergence and the New Face of Education". The BaKaFORUM TV and Media Forum is a meeting point and platform for exchange and cooperation for broadcasters, independent producers as well as cultural, educational and societal organizations interested in quality TV work, global education and development education. The BaKaFORUM programme is now available [online](#) and the

BaKaFORUM | 2011 finalists in the annual BaKaFORUM competition have also been [announced](#).
on educational and societal TV and Media

EduTubePlus Conference 3-4 February in Athens

The EduTubePlus project which has been working to create a multi-lingual curriculum-related video-based e-service for European schools is coming to an end shortly. To celebrate the work of the project and in order to share its outputs, the project team are organising a conference on 3-4 February in the Hellenic Ministry of Education and LifeLong Learning in Athens entitled "On the effective use of video in education: Online Video Repositories & Services and the underlying pedagogy". Registration is free to this conference, to find out more, visit the conference [website](#).



Future of Education Conference in Florence

The first edition of the International Conference "The Future of Education" will take place in Florence on 16 - 17 June 2011. The aim of this event is to promote the sharing of good practices and transnational cooperation in the field of the application of Innovation for Education. The conference focuses on the following topics: Innovative Teaching and Learning Methodologies, Education and New Technologies, Media Literacy Education, E-learning, Distance Education, Human Computer Interaction, Learning Games, Art Education and Music Education. Find out more from the [conference organisers](#).

Contact information

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