

### Media & Learning News

#### Video Training Course in Leuven



The first 'Using Video to Support Lifelong Learning' course took place on 14-19 February in Leuven, Belgium. 12 people from 9 different countries took part in this 5 day residential course which combined theoretical and practical elements aimed at

raising participants' awareness of the value video can bring to teaching and learning. During this course, participants were equipped with the necessary basic skills to create and share their own educational video materials. Places are still available for the next two training courses taking place in July (4-9) and October (24-29). Contact [ATIIT](#) for more information.

#### Brussels Declaration: Media Literacy for All

Last December, 300 experts from more than 30 European and other countries gathered in Brussels to participate in the international conference "Media Literacy for All". It was organised by the High Council for Media Education (CSEM) of the French-speaking Community of Belgium, within the framework of the Belgian Presidency of the Council of the European Union. The objective of this European conference was to generate links between practical experiences and policy recommendations in order to stimulate the implementation of lifelong media education for the benefit of all European citizens. These activities have resulted in the Declaration of Brussels for Lifelong Media Education, launched on March 3rd. Find out [more](#).



#### Students for students: producing 1,700 educational videos in the Netherlands

Like many other countries, the Netherlands is facing a problem of finding enough good teachers. Many senior teachers will retire in the next few years and there are not enough young teachers to fill the gap. The Dutch Ministry of Education arranged funding to find out if, and how, technology and other innovations can help to give students the best possible education. One of the projects to support this aim is 'Students for Students' ('Leerlingen voor Leerlingen' in Dutch). In this project, twenty-eight schools will create more than 1700 videos, all covering subjects aimed at the first two and three years of secondary school. Shooting shall start in March with the project ending in January 2014.



Serge de Beer

The videos will be produced by higher year students, supported by teachers and experts in educational multimedia. Thanks to the Ministry's funding, the videos will be shot and edited with high-end equipment and will be published on a central streaming

server. The schools will use these videos in their Digital Learning Environments and on mobile devices like the iPad. You can follow the progress of this project in this newsletter. Find out more from [Serge de Beer](#), Coordinator, Education Lentiz Educational Group, and member of the 'Students for Students' project board.

### Featured Articles

#### Catalonian Television: education as a communication challenge

By Pere Arcas, Catalanian Television (TVC), Spain

Catalonian Television (TVC) is the public TV station of the Autonomous Community of Catalonia in Spain. Catalan people have their own language and culture, and children are taught at schools in Catalan and Spanish, even though Catalan is the preferred language. Paradoxically, this predominance is not reflected in the media offer. TV audience is shared basically amongst 6 channels and TVC is the only one broadcasting in Catalan. It is not difficult to imagine the strategic importance of reaching schools with our productions.



Pere Arcas

Two years ago we decided to give up producing educational video programmes and to focus our effort on the creation of [Edu3](#) on the Internet. We made this decision for two reasons: one of them was that we did not have the financial capacity to manage an educational channel. The second reason is more important: after an internal debate we concluded that our role as a public television provider was not to educate but to provide useful elements for the education of citizens. A lot of programmes are broadcast and even though they were not designed for education, they could be used by imaginative teachers. This was the first step in our evolution as a department of educational projects: from the production of educational programmes to the transformation of any programme broadcast into an educational resource.



Edu3 website

Edu3 allows universal access, without restrictions, to more than 5,000 documents indexed according to standard criteria of curricular subjects and levels of knowledge. It is a good database but that alone does not satisfy present needs. As creators of educational proposals from a

public television station, we felt that we still had not found our place in the educational world. We needed to step forward and suggest new ways to use our audiovisual collection. That is why we created the [Draw me a story website](#).

We uploaded more than 200 short stories from one of our more successful TV series for children in our channel on the Internet. This website allows kids to manipulate these programmes as much as they

want and to create new versions. Two years after the release of the *Draw me a story* website, we can state that users' participation and their creative capacity has gone far beyond what we expected.



Drawing and cut-out workshops are good examples. They offer the possibility of reviewing the user's process step by step and we soon found out that some users took advantage of this reviewing possibility to make a new drawing, covering it completely and drawing over it again. In this way they transformed the drawing tool into a new way to produce a narrative action in a chronological way, as if it were a comic strip or a silent movie.

User participation is another of the *Draw me a story* website's strong points. From the very beginning we had the clear idea that the work sent in by the users had to be open to modification by other users if that was what the original author wanted. This fosters a type of work dynamic that goes far beyond the author's immediate circle. Thanks to the Internet, any educational proposal can make its way to any place in the world and elicit a response, a fact that we must take advantage of. If this is globalisation, it is one at the service of education.

As TV professionals, it is clear for us that we cannot build on this experience without educators. We need fellow travellers in this new adventure. So a couple of months ago we created a think tank that works with public and private academic institutions in researching new educational formats based not on textual content but rather on multimedia content. In our lab, we are making ourselves relearn how to communicate... and we are enjoying it very much!

Pere Arcas is Head of the department of learning projects, Catalanian Television (TVC), Spain.

### Pocket Anatomy: visualising the complexities of the human body

By Philip Penny, IADT, Ireland

The MEDEA Special Jury Award Winner in 2010 was Pocket Anatomy produced by [eMedia](#) Interactive Ltd. in Ireland. This Galway-based Interactive Media Design Company develops applications to assist medical students, healthcare professionals, and the general public in visualising the complexities of the human body in a novel format. eMedia is an award-winning company that specialises in 3D medical animations and interactive technology enhanced learning and training

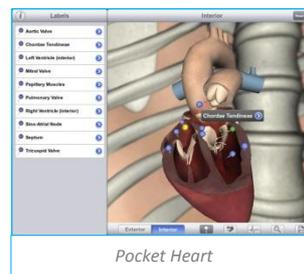
resources for life science companies and medical training institutes. [PocketAnatomy.com](#) was created in 2009.

Mark Campbell has developed Pocket Anatomy (the Interactive Human Body) together with his team members Brian Geaney and David Maher. In addition, Dr Brendan Wilkins, an anatomy lecturer based in the NUI Galway's College of Medicine and Health Sciences worked on the development of Pocket Body with a team of third and fourth year medical students.



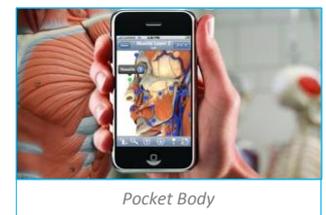
Mark Campbell, Brian Geaney and David Maher

The first two products in this suite of medical education resources include "Pocket Heart" and "Pocket Body". Originally created to help anatomy and biology students study and understand the inner workings of the human body in a more fun and engaging way, these Pocket Anatomy learning tools are also popular amongst doctors, nurses and healthcare professionals as communications aids when meeting and explaining diagnoses and conditions to patients and their families.



Pocket Heart is a novel way to visualise how the human heart works, in 3D. Whether you are a student needing to learn, understand and memorise all of the anatomical features and functions of the heart, or a healthcare professional looking for a new way of communicating a diagnosis or procedure to a patient, colleague or trainee, Pocket Heart's unique 3D interface can facilitate this.

Pocket Body is a fully searchable interactive atlas of the human anatomy, which allows the busy medical and nursing student or healthcare professional to visualise the human musculoskeletal system through the use of interactive high definition illustrations of the human body. This software features a fully anatomically accurate human character with nine layers of musculoskeletal content, enabling the user to navigate from the skin layer through the superficial to deep musculature, and on through to ligaments and the skeleton. In each layer, structures are pinned for identification and associated with each pin is additional concise relevant information including clinical notes. All of the information is presented in an interactive, mobile and accessible format which takes full use of the features of the device on which the app runs (iPhone, iPad or iTouch). This is a marked contrast with the two-dimensional printed pictures and diagrams commonly used in the teaching of advanced human anatomy today.



### Tools of the Trade

#### DIY 3D Video? Part 3

By Mathy Vanbuel, ATIT, Belgium

In our previous issues, I introduced you to the history and basics of 3DD or stereo video and to the basic equipment for recording 3DD videos. In this issue I will tell you a little more about the processing and editing of these videos.

As an experienced video editor, you know already that editing video can be quite demanding on your computer hardware: video images are heavy and require powerful processors not only to play them from your computer, but also to edit them. It is easy to understand that when you start editing in 3D, your hardware will have to work even harder, to be precise twice as hard as the edit computer will need to process both left and right images at the same time. For that reason, you will need hardware and software that is extra powerful in order to manipulate and process the extra information created by dual images.

If your editing software does not contain the tools for 3D editing, it can be an advantage to use a special third party plug-in like, for example, Cineform Neo3D to support the editing task: this software supports ingestion of the left and right camera files, the identification and synchronisation of both, with the enhancement, and adjustment or correction of the 3D effect.

When using non 3D cameras, for example, a home-made rig of a side by side pair of identical cameras, syncing both left and right video file in the editing stage can be difficult, therefore a good old fashioned film clapper can be of great value when recording.



3D pictures recorded with a camera such as the Panasonic AG-3DA1 do not have this problem: the camera manages to start both left and right images perfectly in sync. Left and right images that are out of sync, even by as little as 1 frame, loose sharpness.

Creating and overlaying titles or graphics in 3D is another facility that is made much easier with such special software. It can furthermore assist in the live monitoring of the stereo effect on the edit monitor and with the export of the final 3D video in a format that uses the various currently used stereoscopic viewing methods (polarised, shutter and anaglyph). In our next issue, I will expand on the differences between those methods for viewing and explain how you can use them.

The 3D editor has a few additional challenges: from shot to shot he will need to carefully match convergence and interocular distances in order to bring the viewers in the right manner into the third dimension. Editing 3D videos is straightforward but can be a major problem when the recording was done in a careless manner: while with traditional 2D video, many things can be solved in the edit room; with 3D this becomes a lot more difficult as I will explain in one of the next newsletters. Another issue is the fact that viewing 3D video is

more straining for the eye than 2D, and requires a slower pace from the viewer, who needs significantly more time to take in the 3D images. As a result of all this, editing, just like shooting in 3D will be considerably more time consuming than in 2D.

### My first tip? VoiceThread!

By Peter Van Gils, KlasCement, Belgium

[VoiceThread](#) is a free web 2.0 application which allows you to organise a group conversation around media. This can be an image, document, presentation or video. From anywhere people can leave comments in five ways: using telephone, webcam, microphone, text or file upload. These comments are shown around the media and recorded. Users can even doodle while commenting. The VoiceThread can be shared with friends, students and colleagues from anywhere at any time.



Why is VoiceThread worth recommending? It is free, there is nothing to install, it is about collaboration, sharing, you can use different

media, anybody can comment in any way he or she wants and last but not least: it has many educational opportunities. A simple guide for educators can be found on [Scribd](#), and if you are looking for ways to use VoiceThread in the classroom, have a look at this [Google doc](#).



You will already understand that I am fond of Web 2.0. You know, lots of interesting stuff can be found online, and I believe lots of amazing stuff will follow in the coming years. Education can only benefit...

Peter Van Gils from KlasCement is working with teachers in Flanders to produce their own media resources.

### MEDEA News

#### MEDEA Awards site in French, German & Italian

Information and the complete entry process for the MEDEA Awards 2011 are now available in French, German and Italian at the available MEDEA Awards [website](#). Spanish and Polish versions will be by the end of March.



### News from the MEDEA2020 project

The [MEDEA2020 project](#) is designed to help expand the reach of the MEDEA Awards and to provide resources to support the ever-growing community of practice around the MEDEA Awards. This includes organising a series of national workshops, providing multilingual

access to the awards website and this newsletter, setting up and supporting a dedicated community of practice and a database of resources. Watch out for the launch of the community of practice and the database in the next two months.



### New MEDEA National Contact Point in Germany

As Public Innovation Agency for ICT and Media, [MFG Baden-Württemberg](#) has been strengthening Baden-Württemberg as a business location for IT, media and creative industries since 1995. MFG improves regional innovation and competitiveness including the promotion of regional, national and international cooperation. Its focus is on the support of successful entrepreneurship especially in small and medium-sized companies, and to connect them with application-oriented research and public funding programmes.



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MFG Public Innovation Agency is part of MFG Medien- und Filmgesellschaft Baden-Württemberg. Further divisions are [MFG Film Funding](#) and [MFG Foundation](#). Proprietors of MFG Baden-Württemberg GmbH are the [State of Baden-Württemberg](#) and [SWR Media Services GmbH](#).

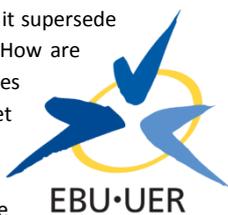
### New MEDEA National Contact Point in Cyprus

The Centre for the Advancement of Research and Development in Educational Technology ([CARDET](#)) is becoming one of the leading institutions in the Mediterranean for research and development in educational technologies, learning design, education, innovation and ICT. CARDET's mission is to inspire next generation education, and to promote research and innovation, through evidence-based practices and cutting-edge research. CARDET brings together an international team of experienced professionals with extensive global expertise in learning design, e-learning, education reform, social justice, innovation, evaluation, development and social justice pedagogies and strategic planning. The past three years CARDET has been one of the major partners of the Cyprus Ministry of Education in promoting the integration of ICT in local schools, and it has administered the largest survey among teachers in Cyprus with regards to the use of ICT.



### Related Awards Schemes & Events EBU BroadThinking Seminar, Switzerland

What is the future of Internet television, will it supersede or complement conventional broadcasting? How are we going to use the Internet-connected devices such as the iPad? Who will control Internet portals in the future? How will the user find millions and millions of TV channels and programme items on catch-TV? If you are interested in finding answers to these questions, join the EBU



BroadThinking Seminar taking place on 29 - 30 March 2011 in Geneva. For more information, visit the seminar [website](#).

### Evens Prize for Media Education 2011 now open

The Evens Prize is an initiative of the Evens Foundation which aims to highlight the importance of Media



Education and to support sustainable projects in this field in Europe. The aim of this prize is to stimulate efforts to increase media literacy



by raising critical awareness, which implies comprehension and cultural awareness, and by encouraging media creativity. The call for nominations is aimed at projects in the field of media education that focus on improving intercultural communication competences. The prize money of € 20,000

will be awarded by external jury members and the Evens Foundation and will be used to create a new dimension to the winning project(s). The deadline for submissions is 15 April 2011. Find out [more](#).

### Screen Futures in Australia, 9-12 July 2011

The Australian Teachers of Media (ATOM) are holding a major Summit in July 2011 in Melbourne in co-operation with a number of other agencies. The

media world has gone through more changes in

the last decade than in the previous 100 years. Online videos through sites such as YouTube are served billions of times a day. Copyright has been dramatically challenged when any film or television show can be "torrented" for free faster than it can be legitimately purchased. Mobile screens (e.g. iPhone, iPads) have taken off as their very own visual medium and require a complete re-think of how we use newspapers, magazines and books. The changes brought by the online world – the screen sphere - have led to a series of shocks for the media world. The key focus of the summit will be on those changes to the screen sphere and the implications they will have for the future. Find out more from the summit [website](#).

### Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact Nikki Cortoos at the MEDEA Secretariat:

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