

### Media & Learning News

#### Students create lecture capture and note-taking device



© Note-Taker

[Note-Taker](#) is a portable device developed by four students from Arizona State University which won the Software Design category in [Microsoft's U.S. Imagine Cup](#) and was awarded second place in the Imagine Cup Worldwide Finals in July. It is composed by a custom-designed video camera attached to a Windows Tablet PC. The camera streams video from a

presentation or lecture onto one half of the tablet's split-screen display; a second window allows the student to take handwritten or typed notes into Microsoft OneNote. Supporting rapid switching between near-sight and far-sight tasks, this assistive technology can make taking notes for all students with reduced vision much easier.

#### Winners of the EquNet Inclusive Higher Education Campaign announced

EquNet has announced the winner of the EquNet Competition 2011 which attracted entries showing



individual points of view and experience as well as good practices related to equity issues in European Higher Education. The winner in the written category is "Redistribution, Recognition, Participation and Capabilities: Paths for Social

Justice in Higher Education" submitted by Ana Sofia Ribeiro Santos, Portuguese Marie Curie Fellow in Eduwel training network. The winner in the audio-visual category is a video from Exchange Ability from UNICA in Belgium. The [EquNet website](#) has more details.



Exchange Ability

#### Rapidly expanding video channel on elearningeuropa

[elearningeuropa's TV channel](#) contains an expanding series of videos clips highlighting all sorts of developments in education. This includes a [recent report](#) from Hellerup Skole in Denmark - a very different type of school. With commentary from Kate Butcher from Ingleton Middle School in English and Knud Nordentoft from Hellerup Skole in Danish, this short film provides an excellent 'bird's eye view' of how classrooms and school facilities can be organised in a really dynamic and innovative way.



#### Educational video course deadline approaches



If you would like to apply for European funding to take part in a week-long [training course on using video to support teaching and learning](#) in 2012 then you need to apply by 16 September. This first course will take place from 19-24 March 2012 and will be held in the Irish Institute for European Affairs in Leuven, Belgium. Organised by ATIT, these courses are aimed at enthusiastic educators who would like to create their own educational video materials. Further courses are planned for July 2012 and October 2012.

#### US students addicted to their devices

Results of a recent [survey "Digital Devices in Higher Education"](#) conducted by Wakefield Research and released by CourseSmart in the US, reveal how

addicted students are to their technological devices. The study surveyed 500 American college students, nearly all (98%) owned a digital device and 38% said that they cannot survive longer than 10 minutes without using it. According to the survey, eTextbooks are the emerging technologies as they are easier to carry, simpler to search, cheaper and better than traditional textbooks for reading on-the-go: half of the surveyed students believe tablets will replace traditional textbooks completely within 5 years.

### Featured Articles

#### Participation: Social Media's Invitation to Learners

By Nikos Theodosakis, OliveUS Education Society, Canada

It's a curious thing this absorption of social media into our lives and into our classrooms. On one hand, there are now more reasons to remain glued to our laptops, tablets and phones as we check out the latest blog, update and tweet. These acts distract us, even for a moment, from being present with each other physically and replace human contact with screens. On the other hand, these new streams of information enable us to fulfil a natural desire to connect, communicate and create with an ever expanding community. This desire to share ideas and stories, after all, is at the heart of being human.



Nikos Theodosakis

In many classrooms, social media is expanding and enriching the potential of this sharing of ideas and stories by enabling students to connect, create and distribute their media like never before.

Virtual community spaces have become effortless to produce. Sites such as Facebook, Edmodo, Weebly, Yola, and Google+ can act as extended classroom "studios" where students meet virtually via text, audio or video to brainstorm ideas, share project research and further the preproduction process. Sites as simple as Google Docs, or as extensive as Celtx, enable students to collaborate on the scripting, storyboarding and development of their media pieces. Online video editing sites such as JayCut enable students to upload video and share editing decisions with others in the classroom and around the world. And finished films, posted on those community sites as well as on YouTube, Vimeo, School Tube, Magnify and others, enable students to be both broadcasters and audience to each other's projects.

But more than making dispersed filmmaking convenient or classroom technology current, perhaps the real potential is in how social media can help transform learning itself through these new tools of participation.

If one of the keys to creating engaging learning environments and experiences is to provide students with real world, authentic projects, complete with real audiences beyond the classroom, then it seems that social media can help provide these new channels of connection and participation. Student media projects rooted in real issues and involving participants from around the world expand a student's interest and knowledge of the world outside the classroom by providing a context for their explorations and ultimately, hopefully, enabling a greater understanding of what is being explored.

And as students create media projects they are discovering that, unlike the media of the past which tended to be monologues, today's media creators launch dialogues.

This new participatory dialogue is transforming how professional filmmakers present their films to audiences. The National Film Board of Canada's new Interactive section is an excellent example of how new media documentaries use social media to be both a personal artistic expression as well as a public invitation for audience conversation and participation.

How interesting then for today's young media students to develop their skills and voices with an awareness that, as creators of media, it is not only about the story you want to tell, but the conversation you want your story to spark.

And so what conversations do we want our students to spark? Let's ask them! What is it in their lives, communities and in their world that they want to talk about, or perhaps, even change? How do they want to participate in the world around them?

If the potential in social media is about sparking conversation and encouraging participation, then perhaps the invitation to educators may be to have conversations with their students that explore these new tools. Drawing from the wisdom of educators and the technical savvy of students, let's experiment with how social media can enable today's learners to speak, listen and reflect on ideas in meaningful ways, and in the process, become citizens who participate in the world they live in.

Nikos Theodosakis is the founder of the OliveUs Education Society and his book "The Director in the Classroom: How Filmmaking Inspires Learning" examines connected learning through digital media production in the classroom and is a resource for teacher training around the world. Nikos is one of the plenary speakers for the Media & Learning Conference taking place in Brussels 24-25 November 2011.

### Educational videos and digital learning materials in every class

By Stefan van Goor, KlasseTV, The Netherlands



Stefan van Goor

[KlasseTV](#) began offering educational videos for elementary education in September 2006. KlasseTV is now celebrating its fifth anniversary as the largest portal for value-added content for pre-primary and primary education in the Netherlands. 50% of all 7,000 pre-primary and primary schools in the Netherlands use KlasseTV's educational video clips, interactive games, teaching materials and items linked to current themes that change on a weekly basis. KlasseTV.nl is streamed through the Internet and accessed on PCs, projectors and interactive whiteboards in the classroom.

KlasseTV is a comprehensive digital learning portal aimed at all types of primary school. In the Netherlands, many teachers use the methods developed by educational publishers for different subject areas. The teaching material from KlasseTV is tailored to the core objectives of the school, the daily teaching practice of the teacher and the methods promoted by educational publishers.

We want to contribute to the development of children by being an inspiration for teachers. The teacher has opted to be a teacher because of their passion for teaching, but nowadays has to spend a lot of time on administration. This leaves them with little time to actively search for good, new and useful material in a digital format. We want to help the teacher by being a good source of moving images and interactive material. At the same time, in 2005 we saw a large gap between the world of the child at home and at school. At home the child used all types of media, but in class books and a workbook were the norm. With KlasseTV we took a significant step towards bridging this gap. In a nutshell, our mission is to make teaching and learning more fun and inspirational by making moving images, interactive educational games and up to date teaching materials available via the Internet every day at the heart of the education system.

KlasseTV is suitable for all pre-primary and primary schools, for all teaching methods and for all school classes. KlasseTV develops and makes available materials for the teacher aimed at children aged between 4 and 12. The material can be used in the classroom, for project work or for individual use. In addition, each teacher can use "my KlasseTV" at their own discretion to create a personal page. KlasseTV now has 3,000 video clips supporting teaching

methods. This means that not only is each lesson fun, but it is also instructive. Scientific research shows that using methods that make use of sound and vision help the lesson sink in better. The usage figures from KlasseTV confirm this conclusion.

KlasseTV develops thematic lesson packages together with companies, institutions and governments. Because KlasseTV's teachers and employees often teach one day a week we have a clear picture of what is needed by the teacher. Subjects dealt with in these thematic lesson packages made available to users include sports, art, religion, media literacy, citizenship, technology and nature. We are proud of the fact that in June the learning package "Coping with Money" was awarded the Comenius eduMedia Gold Award. The current KlasseTV European Journal was nominated in August for the Erasmus Euro Media Award 2011.



[LesTV](#) goes live in the new school year. LesTV.nl is KlasseTV for secondary education and will help teachers bring video into the teaching of their specific subjects for students aged between 13 and 18 in HAVO, VWO and VMBO schools.

KlasseTV is an initiative launched by Stefan van Goor, Evelien van der Staay and René Visser. While they have a common passion for primary education, they bring together different and complementary backgrounds. The combination of their knowledge and skills from previous experiences in education, school television, the publishing industry and in the media world enabled them to launch the KlasseTV.nl service in 2005.

KlasseTV and LesTV will be shown at the Media & Learning conference in Brussels on 24 -25 November.

### Young Learner Art Exhibition on Turkish TV

By Şirin Soyöz, British Council Turkey

Open your paint-boxes, find your paintbrushes and choose your colours because the Art Exhibition is here!

 [British Council Turkey](#) ELT team partnered with the Turkish television children's channel, [TRT Çocuk](#). Over 10,000 children were involved in two exciting activities: 'My Magic Carpet' and 'My Friend From Outer Space'. Our aim was to encourage creativity and artistic skills amongst children through Art, English, and educational media.



Şirin Soyöz

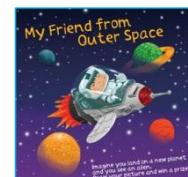
'[My Magic Carpet](#)' was launched in 2010. For this activity we asked children to



imagine the adventures they had during their travels on their magic carpets. They wrote short stories in English and drew pictures which were transformed

into animations by the TRT Çocuk design department. These animations were broadcast throughout the month on the children's news programme.

Another activity called '[My Friend From Outer Space](#)' focused on reading a text in English. The text included descriptions of four aliens and kids created drawings using these descriptions, which were again animated and broadcast for one-month on TRT Çocuk. You can see the entries and the picture stories at [Ali and the Magic Carpet](#) and [Our Colourful World](#), which are the sources of our inspiration.



I remember the first time we launched these activities, we didn't receive any pictures during the first three weeks. Then, we realized that schools were planning to send their applications in bulk. By the last few days of the activity, my desk had turned into a post office. It was very exciting to spend our days opening up all the envelopes full of beautiful artwork.

Our project combined traditional and new media using the existing resources in education. With the help of the Ministry of National Education, more than 500 schools were actively involved across Turkey. TV was followed by radio on a national scale and this brought a new dimension to our project by putting it on a much wider scale. We have seen that traditional media can be very effective when it is integrated with classroom content and resources. We showed teachers how emerging technologies can play a constructive role in education and it resulted in increased student and teacher motivation.

One of the most difficult parts for us was meeting the expectations of the kids. We displayed as many of their drawings as we could on our online gallery however, due to the large number of entries it was not possible to animate all of them for TV. Keeping up with thousands of the applications was another challenge.

We are keen to continue our partnerships with the Turkish television on a yearly basis and prepare more creative activities for children using Art and English. If you have any questions about our activities, or if you would like to contribute by spreading the word, please let us know at [TR-ELTTeamTurkey@britishcouncil.org](mailto:TR-ELTTeamTurkey@britishcouncil.org).

## Tools of the Trade

### 3D: Displaying and viewing Part 5

By Mathy Vanbuel, ATIT, Belgium

In 4 previous parts of this series we focused on producing 3D video. In this part, we will briefly introduce the technologies for displaying and viewing of 3D. There are a few different techniques to display 3D video, but the basic requirement is always the same: to display the two offset images separately to the left and right eye. This can be achieved by having the viewer wear glasses to filter the separate images to each eye, or by having the display directly splitting the images straight into the viewer's left and right eyes without using glasses:



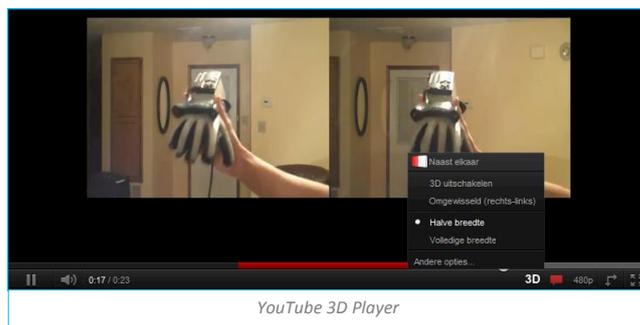
Mathy Vanbuel

the latter technique is called autostereoscopic display or Auto 3D. Several commercial display makers are using autostereoscopic techniques to create the sensation of depth: some manufacturers use eye tracking to adapt the display to the head and eye position (even on laptop screens), others use a lenticular overlay over the display area, creating in that way a 3-dimensional illusion that can be viewed by multiple viewers at the same time without glasses. The Nintendo 3DS uses an autostereoscopic display.

Non-automatic systems commonly use lenses to separate the left and right eye views: again we find a number of solutions here. Anaglyphic 3D is a passive solution that uses a left and right lens of a different colour: red and blue, amber and blue, or green and magenta (which intuitively feels like the better solution). Glasses that use colour filters based on thin film rather than thick plastic colour filter lenses may be more vulnerable but they are cheaper and their colour (and thus L/R) discretion is often better. A second passive solution uses 3D polarised glasses. This technique requires the two images to be displayed with a different polarisation, a technology requirement that makes the TV sets more expensive. More and more manufacturers are following this technology that allows the TV users to use the same glasses that are worn in 3D movie theatres. Passive solutions can be used also with video projection (provided that the projection

unit supports 3D, a feature that makes projectors more expensive, and provided that a non-depolarising projection screen is being used).

Active 3D display solutions are using alternate-frame sequencing technology: left and right images are shown in rapid succession intermittently and are viewed with synchronised active shutter lenses: the TV screen tells the glasses which eye should see the image exhibited at that instant, recreating a stereoscopic image. These TV sets usually support a higher refresh rate (120 Hz and higher) in order to display at least the double amount of video fields for each eye. There are already numerous relatively inexpensive TV screens, starting around 2,000 euros. Additional active glasses can be bought separately at prizes from less than 100 euros per piece. Note that one rule is true for all 3D displays, the larger the screen size the more intense and convincing the 3D effect will be on the viewer.



When creating the 3D video file for playback, for example by exporting the edited video from a non-linear editor such as the Adobe Premiere CS5 in combination with the 64 bit plug-in Cineform neo 3D HD the editor can choose between different 3D settings such as anaglyphic, side by side, passive or active 3D for direct import in YouTube (by adding the 3D tag yt3d:enable=true the 3D view mode is enabled in YouTube) or for distribution on disk. 3D ready devices such as 3D Blu-ray players will detect the correct mode and then playback the video in a proper way.

## Resources of the Month

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

- [Interesting Ways](#), online presentations created by Tom Barrett giving good classroom ideas and tips about the ways to use multimedia, devices and ICT tools for teaching. 
- [OVO](#), a video encyclopaedia made of thousands of 3-minute long documentaries of very high quality, with the objective of spreading knowledge in the digital world through videos. 
- [Pixton](#), which introduces Click-n-Drag Comics™, a revolutionary technology that enables anyone to create comics on the web; it offers products for schools (a visual writing tool for all subjects, personalized & private environments, aligned with curriculum) but also for fun and for business. 
- [Xtranormal](#), for creating videos by scripting the dialog and choosing from a menu of camera angles and predefined characters and scenes; Xtranormal's animation software, called State, may be downloaded free and run offline. 

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## September 2011 Issue

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- [Google Art Project](#), where users can visit famous museums from around the world like the Palace of Versailles, the National Gallery or the Uffizi Gallery, view hundreds of artworks and create and share their own collection of masterpieces.



### MEDEA News

#### MEDEA Awards deadline 16 September 2011



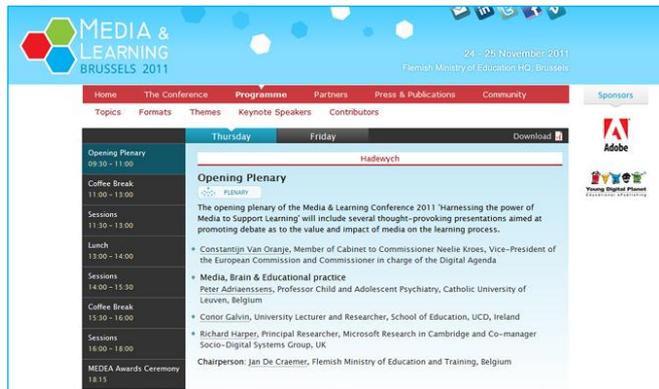
The deadline for sending entries to the MEDEA Awards 2011 is 16 September so don't forget to submit your entry on time! All finalists will be invited to take part in the MEDEA Awards Ceremony taking place on 24 November in Brussels. There are two main awards this year, one for the best entry in the User Generated Category and one for the best entry in the Professionally Produced Category. Two further awards will be given for the best entry resulting from European Collaboration and the other award will go to the best entry Promoting Volunteering. More information about entering is available on the [MEDEA Awards website](#).

#### More judges needed for MEDEA Awards

This year entries to the MEDEA Awards are invited in French, English, German, Spanish, Italian and Polish. The organisers are keen to expand the competition jury to include more people who can judge in each of these languages. Judging is a wholly online process and jury members can expect to receive about 6 entries to evaluate, judging will take place between 23 September and 10 October. For more information, contact the [MEDEA Secretariat](#).



#### Media & Learning 2011 Conference programme online



Register now for the Media & Learning Conference taking place 24-25 November in Brussels. The line-up of keynote speakers includes Flemish Minister for Education and Training Pascal Smet, Child Psychiatrist Peter Adriaenssens, Richard Harper, Principal Researcher at Microsoft Research in Cambridge, Conor Galvin from UCD, Ireland, Nikos Theodosakis, Canadian author of "The Director in the Classroom: How Filmmaking Inspires Learning", Lizbeth Goodman, Director and Founder of the SMARTlab Digital Media Institute, Donald Clark, e-learning advisor and Pere Arcas, Head of the department of learning programmes and projects, Television of Catalonia (TVC), Spain. Conference sessions include screening sessions with excellent examples of media usage, discussions on a variety of related topics and practical workshops and the awards ceremony for the annual MEDEA Awards. The conference includes a play area where you can try our various devices and apps

and supports a highly interactive community of practitioners, experts and policy-makers. Find out more from the [conference website](#).

### Related Awards Schemes & Events

#### British Council video awards

The British Council is organising a video competition called "What's Your News?" which is open to young learners of English as a second or foreign language. Children between 6 and 12 years old are invited to submit an English-speaking short video (1-2 minutes) about news that is relevant to them. Videos can be uploaded – by parents – until October 15. The winning video will be made professionally and published on the [LearnEnglish Kids website](#) which also provides tips on how to make a good news video and other useful resources.



#### European Award for Technology Supported Learning

The European Award for Technology Supported Learning (eureleA) is an annual contest to identify outstanding projects from the whole spectrum of technology supported learning and teaching. Entries are welcome before October 31 2011 from users, managers and developers from European organisations. Projects covering recent trends like technology supported knowledge and talent management, serious games, shared virtual training worlds and the usage of social media in education are especially encouraged to apply. More information is available from the [eureleA website](#).



#### UK Lifelong Learning and Youth in Action Programmes Prize

This [competition](#) is run by the British Council and Ecorys for participants in UK based Lifelong Learning and Youth in Action. Entries should highlight ways in which participants have benefited from studying, training, living or working in another European country. Through this competition they can show how the programme in which they took part has helped to broaden their horizons, using words, photos or film that could be published on the website. All winners will be invited to a joint prize-giving event in London in November 2011. The deadline for applying for the competition is 30 September 2011.



#### Contact information

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