

Media & Learning News SURFmedia to close in The Netherlands

[SURFnet](#), the Dutch network for research and (higher) education, announced it will close down the streaming AV platform [SURFmedia](#) on 31 December 2012. For several years the platform was offered to the academic and research community to upload, store, search and play on-demand and live video content. The decision was made after a period of evaluation with the community. SURFnet states that this evaluation made it clear that the added value offered by SURFmedia in relation to the many alternative video sites used by the community no longer justifies the significant costs of operating SURFmedia. Until the service is closed at the end of 2012, SURFnet will help users to migrate their content. In addition, SURFnet is challenging other video service providers to connect and offer their services via the collaboration infrastructure [SURFconext](#). That way some of the unique features of SURFmedia could also be integrated and offered by these alternative video services.



Pros and cons of lecture capture elaborated



An [article](#) in the September issue of eCampus News highlights the growth of lecture capture in the US, driven for a large part by the increase in smart phone availability. Lecture-capture statistics quoted in the article show that students are increasingly happy with the possibilities of capturing lectures which allow them to revise and revisit key points from lectures. However the news is not all positive and some academics are critical of this technology, describing it as the worst example of IT usage in higher education.

Skype in the Classroom

Skype has launched a new free [online platform](#) which currently has a community of more than 17,300 teachers with 1000 active projects and about 580 available resources. This is a global initiative that was created in response to the growing number of teachers using Skype in their classrooms. Teachers can find one another and relevant projects on the platform according to search criteria such as the age groups they teach, location and subjects of interest.



UNESCO Platform provides access to video material from all over the developing world



The UNESCO Audiovisual E-Platform aims to foster international exchange of creative audiovisual content, particularly relating to development issues, and to promote audiovisual production as a tool for cultural expression and intercultural dialogue. The platform currently contains over 650 productions from more than 85 countries and has close to 7,000 registered users. You can visit the [website](#) of the Audiovisual E-Platform.

Council of Europe announces winners of 2011 Youth Media Award

Winners of the [Council of Europe 2011 Youth Media Award](#) were announced recently. The topic for the award, co-organised with the European Youth Press, was media freedom. The following entries won in each category: Written press: Emmanuel Haddad from Barcelona, Spain, Photo journalism: Ramin Mazur from Chisinau, Republic of Moldova, Radio: Jerneja Zavec from Cirkulane, Slovenia and Video journalism: Eszter Cseke and Andras Takacs from Budapest, Hungary. The award was open to all young journalists under the age of 30 from 47 member states of the Council of Europe. Entries were judged according to three criteria: Understanding of the topic, originality and technical quality of the entry.



VideoLectures – a free and open access educational video repository

[videolectures.net](#) Online educational repositories of video lectures are rapidly growing on the basis of increasingly available and standardised infrastructure. A well-known example of this is the VideoLectures.NET [web portal](#), a free and open access educational video lectures repository with 14,000 academic video talks, based in Europe, Slovenia and a major player in the development of the Opencast Matterhorn platform for educational video management. The team at VideoLectures.NET are among other initiatives currently involved through the TransLectures research project in developing innovative, cost-effective solutions to produce accurate transcriptions and translations in VideoLectures.NET, which can be used in other Matterhorn-related repositories.

eTwinning provides useful resource on subtitling

The eTwinning [site](#) provides a very useful article on subtitling which includes a description of the value of subtitling that goes beyond the simple value of having others understand your video. This article includes a list of some of the benefits as well as the drawbacks of using subtitles in foreign language learning. In the second part of the article, the author, Daniela Arghir, eTwinning Ambassador, Romania includes a summary of some of the most user-friendly tools available including Universal Subtitles, Overstream, dotSUB and YouTube Auto-Caption.



Featured Articles ICT in Early Years and Pedagogical Learning

By Guy Roberts-Holmes, Institute of Education, University of London, UK

Research concerning pedagogy in the early years has consistently shown that many young children experience ICT in early years settings as unproductive and unsatisfactory. Reasons for this include technology which is not child friendly combined with a lack of teacher ICT confidence. Additionally, within the early years tradition, there is a tendency for teachers to refrain from direct interactions which can be seen as didactic.



Child-led approaches are favoured leading to brief and often unproductive encounters for children with ICT.

The ICT in Early Years project has attempted to tackle these pedagogical barriers. Firstly, child friendly touch screen technology has been gradually introduced. This has included both touch screen PC's and handheld digital still and video cameras and has positively impacted upon children's manipulative ability and in turn their confidence. This touch screen technology has allowed the children to expand and enhance their socio-dramatic play with floor robots, cameras, walkie talkie's and PC's in ways that were sometimes startling. A gradual and sensitive individualised ICT training programme has appropriately met the teacher's needs.

The impact upon children's learning so far indicate that rather than encouraging individual and isolated learning, ICT has enabled socially collaborative learning opportunities both in the nursery and at home when material is viewed on-line on the nursery school's website. A further unexpected but welcome impact has been the enhancement of children's dispositions for learning. For example children for whom English is an Additional Language (EAL) have been able to enhance their communication with their peers and teachers through the use of photographs and video.

Dispositions for learning are central to Foundation Stage learning. Children's resilience and persistence in the face of initial frustrations with ICT have been observed. Overcoming these difficulties has led to increased self-confidence leading to richer and more creative learning opportunities. Interestingly, such enhanced learning dispositions have been observed in both the children and the teachers. As the teachers have become more confident users of ICT, they have expanded the opportunities available to the children and as the children demonstrate their competence to the teachers, further opportunities have been made available. A virtuous spiral of learning between the teachers and the children has developed. Similarly there is observational evidence of peer scaffolding between the children themselves suggesting that ICT can facilitate sociable learning. At present there is little research on the capacity of play with technology to promote the development of persistence and positive self-esteem in younger children. It is hoped that further research of this project will provide evidence of ICT enabling learning dispositions in young children.

Dr Guy Roberts-Holmes is Programme Leader of the MA Early Years Education at the Department of Early Childhood and Primary Education in the Institute of Education, University of London, UK. Findings quoted in this article relate to the ICT in Early Years project being undertaken by Suited and Booted Studios, St Philips Marsh Nursery (Bristol), The Institute of Education (University of London). Supported by Real Ideas Organisation and Help Me Help Me Ltd..

Curating and sharing digital media for learning

By Theo Kuechel, Digital Media and Educational Technology Research Consultant, UK



Theo Kuechel

In these days of a perceived "information overload," one topic, highly relevant to our Media and Learning community is online curation. Indeed, there is a growing amount of interest and debate, taking place around the web about this emerging practice of sharing online content.

Stated simply, online curation involves collecting

online artifacts including web-pages, data, images and video on a given subject or specialist area of interest. By adding an extra layer of contextual information based on the curators expertise and personal experience, it provides the audience with validated and authoritative content.

Combining human expertise with the intelligence of computers, online curation becomes much greater than the sum of the parts, offering an audience a quality experience, both aesthetically and intellectually, delivering the content most relevant to their interests. Good curation will leave an audience wanting to explore the topic further.

Curation is a fairly simple five stage process:

1. Identify potential materials
2. Collect & aggregate, (often what is left out is as important as what is put in)
3. Annotate and add value through tags, descriptions and links
4. Publish & share using a one of the readily available online curation tools
5. Promote through social media and networks

There are many similarities between those who curate the web and curators in museums, both assemble carefully selected artifacts, adding extra meaning using thematic, chronological or representational devices; e.g. an exhibition of Picasso's Blue period or the latest developments in [action research](#). The key qualities a good online curator needs is a deep interest in, and passion for a chosen topic. The significant element added by digital tools is the ability to remix and tag content, subsequently sharing the resources using social media.

The wonderful thing about online curation is that everyone can participate and make a valuable contribution; especially in media and learning where there is a wealth of emerging resources and practice. The required qualities of a curator is a deep interest in their subject and the ability to inspire, and the facility to update their resource. Curation is ideally suited to those who feel they are not naturally drawn to blogging.

Because there are a rapidly growing number of excellent tools available for online curation, it seems unrealistic to draw up a definitive list, but it is worth mentioning some examples.

Scoop.it offers a perfect blend of personalised curation, discovery and collaboration; and it is the tool I use that for my Video for Learning [resources](#). Just in case you haven't come across it yet; Deborah Arnold has set up a Media and Learning [resource](#). At the time of writing scoop.it is still in private beta, but I have invites to share, if this is still the case.



Theo's Scoop.it "Video for Learning"



Other useful tools include [Paper.li](#) which gathers RSS feeds and automatically generates a newspaper or magazine style layout which are automatically published on the web and notifications are sent to subscribers.

While access to Spotify is great for curating and sharing music online you can create individual and unique playlists to share automatically with your 'friends' on Twitter or Facebook.

Finally; Tom Barrett's "Interesting Ways" resource crowdsources teachers' ideas for using educational technology and shares them using Google Presentations, a [good example](#) is: "using a pocket video camera in the classroom". A [full list](#) is also available.

Tools of the Trade

Edit in the cloud: YouTube launches its online editor

By Mathy Vanbuel, ATIT, Belgium

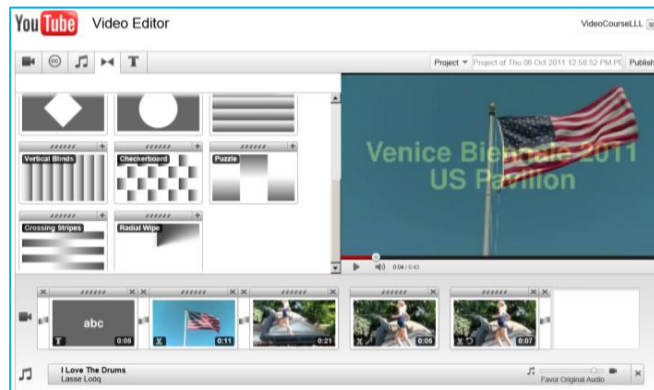
On September 14 2011, YouTube launched its online editor. Now YouTube offers two options for editing your own video. Immediately after uploading your own video, you can edit it from within the video upload interface. A second option to edit existing videos in the common YouTube view window within the browser: a new button has appeared which enables you to edit or remix your own videos.

Editing in YouTube is extremely simple and straightforward, but the edit functions are rather limited: you can trim (cut off the odd bits at the beginning and end of the video), rotate or stabilise the video. This last operation is quite effective but affects the video quality negatively as it reduces the overall resolutions somewhat. Other functionalities are effects which contains a selection of popular image effects such as monochrome (turning colour video in black and white), sepia, old-fashioned or cartoon-like. Fun, but not much more than that. The audio function allows you to swap your synchronised sound to be exchanged for a piece of music from the collection of free soundtracks YouTube offers. You can furthermore lighten or darken the video, change the contrast, colour temperature and saturation. The "I feel lucky" button does a colour correction attempt. And that's it. It works quickly and simply to clean up a candid video but does not replace an offline video editor such as Adobe Premiere or Apple Final Cut Pro.

One positive attribute is that you can save different versions of the same video, however the versions are just linear extracts, not different excerpts reassembled in a new order. Missing also is a titler or caption generator, but it is expected that this will be added very soon. You can see a piece of video [here](#) that has been edited in the YouTube browser.

When you want to do somewhat more advanced editing in YouTube, you can do so by staying within the upload window, where you can "remix" different videos or video parts into one or assemble and edit a single piece of recording. In this editor, the functionalities are somewhat more refined: you can add more videos, re-use parts as many times as you want, add titles (but not in overlay), add a music track (mixed with the foreground sync sound), choose different video transitions (fade, blinds, checkerboards and a few more). I [posted a video](#) on YouTube edited from the same raw footage as above. The piece with the zoom out in the middle was stabilised using the YouTube image stabiliser. The music track and the opening shot (with the Stars and Stripes) come from the YouTube library. The silly upside down ending... I simply could not resist.

YouTube editing looks somewhat like the edit function in the iPhone but its interface is handier and it feels smoother. YouTube editing is quick and easy and its great advantage is that it allows immediate trimming in the browser without having to overwrite the original video. Good news is also that the video identification, views count and comments are kept with the edited version.



Resources of the Month

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

- [Science360 Knowledge Network](#): sponsored by the National Science Foundation of United States, showing the latest science, engineering, technology and maths videos provided by colleges and universities, science and engineering centres.
- [WissensWerte - video clips for political education](#): a series of innovative animated video clips for political education; [one of them](#) is about Human Rights and available in English, French, German and Spanish.
- [UK's National STEM Centre](#): a repository for teachers with many useful resources and collections on STEM topics (science, technology, engineering and mathematics) including videos; resources can be filtered on subject, age range, publication year and publisher.
- [Bednet](#): a child friendly environment in Flanders where a long term ill child can resume his/her lessons in the classroom from home or from the hospital through videoconferencing



MEDEA News

115 online submissions for MEDEA Awards



This year, the [MEDEA Awards](#) attracted 115 online submissions from 28 different countries, which are currently being judged by our international judging panel. This year there are also 2 special awards that

are supported by the European Commission through the Lifelong Learning Programme (LLP) for the [MEDEA2020](#) project (2010-2012), the special Award for European Collaboration in the creation of Educational Media and the special Award for Educational Media Promoting Volunteering 2011, which was set up to coincide with the European Year of Volunteering 2011 (EYV). The finalists will be announced at the end of October 2011 and will be invited to take part in the [Media & Learning Conference](#) where the MEDEA Awards Ceremony will take place.

Media & Learning Conference 24-25 November in Brussels

Registrations for the [Media & Learning Conference](#) are arriving at the conference secretariat every day as the conference planning moves into the final stages. The



conference programme is now finalised and available [online](#). New features include the conference play area where you can come along and try out new tools and gadgets, screenings where you can view really excellent examples of media supported learning and a quiz on intellectual property rights where you can test out your knowledge in this field. Take a look at the finalised conference programme online. Plenary sessions will be streamed live online and you can also join the dynamic [LinkedIn](#) and [Facebook](#) Media & Learning groups for up-to-date information about the conference. Online discussions linked the conference will begin about 4 weeks before the conference in the dedicated conference community area.

MEDEAnet accepted

A new 3 year network project supported by the [Lifelong Learning Programme](#) called MEDEAnet will begin in January 2012. This project will organise workshops in each of the participating countries on how to use media to support learning and will gather and share information on media literacy in different countries. It will also facilitate exchange of experience amongst practitioners interested in the use of media to support learning in different sectors by hosting region specific discussions and by including information about these regions in this newsletter. MEDEAnet partners are MFG Baden-Württemberg mbH in Germany, EduTV in Greece, the Estonian Information Technology Foundation, ActiveWatch - Media Monitoring Agency in Romania, Education Group in Austria, UNI-C in Denmark and CANON in Belgium. The project was initiated and will be led by ATIT in Belgium.

Related Awards Schemes & Events Open Classroom Conference in Greece



The bi-annual Open Classroom Conference is taking place this year in Greece on 27-29 October and is hosted by the Ellinogermaniki Agogi school located just outside Athens in Pallini. With the title "Never Waste a Good Crisis" this conference plans to discuss "Inclusive excellence, innovative technologies and transformed schools as autonomous learning organisations". Keynote speakers include: Kirsti Lonka, Helsinki University/Karolinska Institutet, Finland, Claudio Dondi, Scierter, Italy, Demetrios Sampson, University of Piraeus & CERTH, Greece, Kostas

Tsolakidis, University of the Aegean, Greece, Nikitas Kastis, Lambrakis Research Foundation, Greece, Alan Bruce, Universal Learning Systems, Ireland and Erik Duval, Catholic University Leuven, Belgium. The conference [website](#) has further information.

Media Education and Digital Competence Conference in Spain



EDUCACIÓN CONGRESO INTERNACIONAL
MEDIÁTICA 13-14-15 OCTUBRE 2011 SEGOVIA
& COMPETENCIA LA CULTURA DE LA PARTICIPACIÓN
DIGITAL WWW.EDUCACIONMEDIATICA.ES

This conference taking place from 13-15 October in Segovia will bring together researchers and professionals in the field of education and communication who are interested in the themes of media education and digital competence. The purpose of this event is to provide a discussion place open to everyone who is interested in these topics, and to suggest actions and strategies for media education. The conference takes place in Spanish and more information about the programme and themes is available on the conference [website](#).

FROG 2011 -Vienna's annual Games Conference, "Future and Reality of Gaming"

This conference takes place 21 October 2011 - 23 October 2011 and is organised by the Austrian Federal Ministry of Economy, Family and Youth, the City of Vienna, wienXtra, the Singapore-MIT GAMBIT Game Lab, the University of Vienna, the Danube-University Krems and FAMUS. The main objective of FROG11 is to explore the phenomena of applied playfulness in regard to questions of media competence, media convergence, the sociability of play and the impacts of games on future and reality of our culture. The [conference website](#) has more information.



Next Generation Learning Conference

The Next Generation Learning Conference will be held in Brussels on 23 November 2011 and will offer a unique chance to discuss the new opportunities arising from the use of social media in the field of vocational and adult training. The Next Generation Learning Conference is the final output of the [SVEA project](#) and it is open to all learning practitioners as well as trainers, curriculum designers, directors and managers of training institutions. The Next Generation Learning Conference is free of charge. A detailed programme can be found [online](#) and registrations are open till 16 November 2011.



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