

### Media & Learning News

#### It's good to EdmediaShare

With unprecedented amounts of video being uploaded to User-Generated Content sites (48hrs every minute on YouTube alone) it's getting much harder to find useful content for use in education. Finding good quality, usable content is a major problem and typical searching routines normally involve a large amount of time spent sorting usable from unusable content. That is why JISC Digital Media has recently launched [edmediashare.org](http://edmediashare.org). The site provides a location for learners and educators to share the online video they use combined with information on the context in which they use these resources. Video on the site can be embedded into VLE's, blogs – anywhere on the web. So far the response has been very positive, with increasing numbers of people sharing and finding useful video for education.



#### JFF wins Evens Prize for Media Education 2011



The winner of the second Evens Prize for Media Education was announced on 27 October 2011 in Antwerp, Belgium. The winner is the Institute for Media Research and Media Education (JFF) in Munich, Germany. JFF was awarded this prize by an external international jury of experts for its project 'Generations in Dialogue'. This is a media education project that has been organised eleven times in Bavaria in the last

18 months. In each cycle socially disadvantaged youngsters aged 14-20 produce a media related product while collaborating with a group of participants aged 60 or over. The Evens [website](http://www.evensfoundation.org) has more information.

#### Third video workshop in Belgium

A group of teachers and teacher trainers from 6 different European countries took part in a week-long training course in Leuven, Belgium on 24-29 October on the use of video to support teaching and learning. Participants worked in groups to produce short educational video clips and these videos were then presented on 28 October to an invited audience in Leuven Town Hall where the Alderman for Education, Mohamed Ridouani, presented participants with their certificates. Workshop dates for 2012 have been announced and are 19-24 March, 2-7 July and 22-27 October. Registration is open [online](http://www.videoworkshop.be).



#### Viducate publishes Video Education booklet



The Viducate network is an initiative to promote video education across all educational sectors in Europe supported by the European Commission under the Lifelong Learning Programme. Initiative partners have recently published a [booklet](#) entitled Video Education: the Principles and Practice of Viducate. In this booklet you can read about the background to the authors' interest and approach to

video education.

#### Win One Free Copy of the Adobe eLearning Suite

Adobe are offering you the chance to win one free copy of the Adobe eLearning Suite 2.5, the complete toolbox for creating and authoring professional eLearning courseware content end to end.



Simply click this [link](#) and complete the form for your chance to win. Only one entry per person. All entries must be received by 4pmGMT on Friday 25 November 2011. The winner will be notified via email before 9th December and the prize will be shipped to your preferred location within the European Union. Good luck!

### Featured Articles

#### Multimedia in preschool: an additional opportunity for educational equal

by Greet Decin, Department Teacher Training, KHLeuven, Belgium

An important task for today's educators is stimulating children to explore/discover the world, a world which is becoming more and more 'multimedia-rich'. The dominance of language literacy has disappeared. Education, including preschool education, needs to adapt to this change. What does multimedia literacy means for preschool? Is it an opportunity or a threat? What can you achieve?



Greet Decin

In preschool a lot of digital media already exists: in almost all classes children play educative games on the computer, the teacher tells stories using projected images, or (s)he takes photos of class activities to put on a blog. These examples show however that digital media are used mostly in a purely illustrative way.

Educators have the task to stimulate children to develop a critical sense towards all (new and older) media in order to deal with contemporary culture. This can be achieved when the child him or herself can actively use all these media (multimedia) to explore the world and discover who s/he is, what his/her talents are, and how s/he can communicate or express him/himself. The role of the preschool teacher is to critically discover these media, including the new ones, together with the child. Then the teacher and the child can grow in multimedia literacy.

Nevertheless, some media, in particular the digital audiovisual materials, are insufficiently integrated in preschool. Questions arise as to whether (1) (some) young children in preschool exhibit a higher level of wellbeing, involvement, active language skills, social competence, self-regulation, creativity, and artistic expression while exploring the world using these digital audiovisual materials; and (2) what are the potential of these digital audiovisual materials in supporting children's personal development, especially for young children with extra needs?

During an initial test phase of several weeks, various audiovisual activities with a focus on sounds and images were offered by a student teacher to a group of young children with different needs. Some activities were with digital audiovisual materials, others without. In all activities children were stimulated to listen/look very carefully, to become aware, to explore, to establish, to critically reflect and to communicate. This initial test phase showed a positive evolution for some children.

An example:

Marie is a child of three. She likes to participate in activities but is often silent, barely communicates with other children and behaves inconspicuously in a larger group. From the beginning Marie was attracted by activities in the audiovisual area.



When she is outdoors recording sounds with headphones and voice recorder we can see that she is definitely amused. She's trying to communicate with another child in the group by pointing at several things. On top of her enthusiasm for these activities, we noticed over time that Marie was more communicative and showed more expression.

Despite the positive evolutions, there is a question as to whether this is caused by the presence of an additional teacher in the classroom, by the offer of digital audiovisual materials, or by a combination of both. Further research will be undertaken to clarify.

Meanwhile we did a survey into the multimedia literacy of preschool teachers. This survey shows that teachers feel most competent in the use of digital material as a visual support and to provide illustrations for learning. The technical aspect does not really scare teachers off. Nevertheless, they are not familiar with the idea of using digital audiovisual media as a tool for expression and communication.

Multimedia literacy in preschool still has a long way to go. Teachers should be given the opportunity and possibility to grow together with their children in multimedia literacy.

*This research work is a joint undertaking by Greet Decin, Nele Vanuytven and Chris Mazarese from the Department of Teacher Training and Evelien Buyse from the Faculty of Psychology and Educational Sciences, KHLeuven, Belgium. Greet will be one of the panelists during the Media & Learning conference discussion session on using media to support early and special needs education.*

### Media - and the Arabian Spring Uprising

By Amr Ellissy, Egyptian Journalist & Media Anchor, UNESCO Laureate, 2010 (IPDC, rural prize)

Peace and democracy are no longer the prerogative of politicians alone, journalists and media makers are increasingly playing a critical role in the process. Nine months have now passed since the Arab Spring blossomed in Egypt and Tunisia, followed by Libya, Yemen, Bahrain and continuing through Syria. It had spread like wildfire across the Middle East, communicated primarily through social media channels.



Amr Ellissy

I have been an eye witness in my country, Egypt, watching the transformation that has taken place supported by social media tools which have served as weapons in the fight against established autocracies. They proved effective in organizing protests and were instrumental in reaching an objective and building a revolution.

Social media are unifying human language, aiming to reach easy tokens, and having a radical effect on policymakers. Recently, there have been marked investments in the use of social media in almost all vital fields. This

is taking place even in diplomacy which is leveraging Twitter, Facebook pages, and YouTube accounts to interact with, rather than to preach to, the audience. This approach has come about in response to a true shift in the balance of power: from governmental authorities to individuals and smaller institutions.

In my personal experience, social media have been of great help in my field of work. The idea for my weekly TV programme was based on transmitting the voices of people in marginalized and rural communities to the authorities. Through my web site and a Facebook account dedicated to the programme, the team was able to convey the demands of these people. In our T.V. Show, we were also able to identify jobs and assign them to compatible employees.

There has been an overwhelming deluge of information, opinion and data brought about as a result of this development, with even the most advanced analytical platforms struggling to keep up with the breathtaking pace, volume, and overlapping nature of social media.

We are now facing a dilemma; how to organise this outpouring of information, opinion and data, how to source, analyze and present it for public opinion. It is our challenge, as media makers, to present such material in as comprehensive and digestible a manner as possible while respecting the sheer amount of material available.

One key question that remains is whether social media will continue to be a relevant venue for political debate during peacetime when society is once again stable or is conflict a requisite ingredient for driving meaningful online interaction?

No one knows where all this is heading. However what is important is to continue studying, speculating and bridging; trying to make the most out of this influential technology.

### Public service in a new, open and creative universe

by Cecilia A Edwall, UR – The Swedish Educational Broadcasting Company



Cecilia A Edwall

UR – [The Swedish Educational Broadcasting Company](#) – as a public service company is specially commissioned to produce radio and television programmes that are used in education.

UR programmes are intended to strengthen the work of others in education – teachers, pupils and students - from pre-school to university level. UR produces about 550 hours of television per year and broadcasts about 3400 hours.

During recent years, we have strived to improve accessibility, in order to make UR an even more open and effective source of knowledge. We have improved and increased our availability on the Internet with our video on demand service [urplay.se](#), and we have also launched a platform on iTunes U (University).

From now on our aim is even higher. Our goal is to provide open access to an even greater extent. One of the most important questions in the future for us as a public service company is “for whom do we produce and how will programmes be distributed?”



The media landscape has changed, but not the public service mission. Our programmes are supposed to provide knowledge and be useful to the

audience. Therefore we must adapt to new media design and be freely available anywhere, anytime.

Of course, copyright issues need to be urgently and adequately resolved. Authors, actors, musicians and TV producers are entitled to be paid, but we need to understand that traditional TV will be distributed in many different ways in the future.

We must also find new formats and new productions. [UR Samtiden](#) – Contemporary – is a C-SPAN-like TV station, with daily broadcasts of interesting speakers, seminars and debates. We open up the lecture halls to the public and to an ever-increasing number of students and teachers.



This also creates additional opportunities for cooperation: We also receive and - if the quality and content is good enough - broadcast lectures that universities themselves have filmed.

To think in new ways in production is important. In a series on the history of ideas, of humanity and of knowledge over the years, we produced a number of short films to be used by teachers in high school and university to start a lesson. These films were broadcast separately in the Knowledge Channel, but also assembled into a half-hour programme.

New media design requires not only innovative thinking, but also openness to new collaborations. In this, public service television plays an important role in the future.

*Cecilia A Edwall will be a speaker at Media & Learning 2011 where she will be contributing to a presentation session entitled "Traditional television and its role in the new media-rich learning environment".*

### The centrality of imaginative technology usage to powered-up learning spaces

by Dr Conor Galvin, University Lecturer and Researcher, School of Education, UCD, Ireland



Dr Conor Galvin

The idea that there can be 'good' spaces for living has always been, for me, an interesting one. Particularly given that so many spaces fail to make the category. The best spaces are fluid and 'malleable'; we design them, we shape them to personal need, we furnish them, arrange and rearrange them to match times and taste. With thought and effort we 'make' spaces that accommodate the range of our being and activities. We customise and personalise endlessly.

Elements are shifted and rearranged. Lines and gradations are revised. As a result these spaces are 'ours' in a very particular way and we can be comfortable there.

Yet learning spaces are all too often seen as somehow 'different' - as being removed from the tinkering and renovating that goes with those other good spaces in our lives. And this becomes particularly problematic when we take into account the incredible reticence of many in our education and training systems right across Europe to even begin to engage with the possibilities of those virtual spaces that a new digital ecology now makes both possible and rewarding.

That's why when the opportunity was offered to think a bit more about this reluctance and to speak to a sizable international conference on the

value of technology in a reimagined learning act, I found myself thinking principally about 'spaces' and 'power-ups'.

Put simply, the more I considered the problem the more it became clear to me that there are some 'spaces' which are particularly useful in offering a better understanding as to the true value of technology. They are helpful as a way of lining-up and opening-up issues and practices that reflect the substance and architectures of contemporary learning. Three in particular seem to me useful when we re/examine what they show about what - until recently, at least - hasn't always been characterised by imagination or positivity. These are: the process spaces, the content spaces, and the values spaces.

In my contribution to the opening plenary of the Learning & Media Conference in Brussels on 24 November I will be exploring the ways that 'powering up' these spaces is usually seen as the self-evident 'solution' to a vast range of learning and teaching problems and challenges. And I will be suggesting why this is simply wrong. Instead I'll be arguing for the value of imaginative technology usage as a meaningful way out of this conundrum. In particular, the dynamic engagement that flows from putting this type of usage at the centre of both formal and informal learning contexts is argued to make better learning more likely. Imaginative technology usage can also push learners and teachers to subvert deterministic sociopolitical and technological agendas, and so offer light & hope in a rising darkness of poor technology usage and flatline learning practices. Plus, of course, it's a lot more fun.

*Join Conor who will be delivering his keynote presentation during the opening session of the Media & Learning Conference on Thursday 24 November.*

### Resources of the Month

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

- [Kindersite project](#), offering early learners, with the aid of care-givers, a tool to find and use contents in the form of games, songs and stories. 
- [Privacy Pirates](#): An Interactive Unit on Online Privacy introduces children, ages 7-9, to the concept of online privacy and teaches them to distinguish between information that is appropriate to give out and information better kept private – and to recognize how this may change in different contexts. 
- [Smarthistory](#), a multi-media web-book designed as a dynamic enhancement (or even substitute) for the traditional art history textbook, and a repository of audios and videos about works of art organized stylistically and chronologically. 
- [Songs for Teaching](#): a very rich resource where teachers can find the music that they would like to use across the curriculum – for students of all ages; it contains thousands of children's songs, lyrics, sound clips and teaching suggestions within the different curricular domains. 

### MEDEA News

#### Finalists for the MEDEA Awards 2011

The 9 finalists for the 2011 Annual MEDEA Awards were announced on 28 October 2011. The finalists are (in alphabetical order): *Armi di distruzione di massa* by ITIS Avogadro di Torino (Italy), *Changing Lives* by Drogheda Special Olympics Club (Ireland), *Imprinting* by Scuola Secondaria di Primo Grado "Brofferio", Asti (Italy), *INGeBEELD Media Wisdom Platform* by CANON Cultural Unit (Belgium), *Monkey Tales Games* by Die Keure and Larian Studios (Belgium), *The European Chain Reaction* by Qworz Primary School (Belgium), *The Merchant of Venice* by University of Education Salzburg (Austria), *Twig* by Twig (UK), and *Werner Heisenberg* by INTER/AKTION GmbH (Germany).



This year the competition attracted 115 entries from 28 countries and the overall winner will be announced during the MEDEA Awards Ceremony which takes place on Thursday 24th November during the Media & Learning Conference 2011 in Brussels.

In addition to the finalists, the Organising Committee highly commended 13 other, exceptional entries. These Highly Commended are: *Aula365: Didattica interattiva per la scuola 2.0* by Silva ICT (Italy), *Cloudstreet Classroom* by Showtime – EA (Australia), *Différentiation sociale en situation de confinement physique et social* by Vidéoscop Université Nancy 2 (France), *Digestive System Animation Projects* by the International School of Tanganyika (Tanzania), *E-book by Kindergarten Children* by Terakki Foundation Schools (Turkey), *eduSensus: Complete Solution for Early and Special Needs Education* by Young Digital Planet (Poland), *eTwinning: all inclusive* by Schule Rogatsboden (Austria), *Hubblecast* by European Southern Observatory (Germany), *Medienportal der Siemens Stiftung* by Siemens Stiftung (Germany), *MyWorld: A digital literacy tutorial for secondary students* by Media Awareness Network (Canada), *podCASTing: podcast in libertà* by Scuola Secondaria di Primo Grado "Brofferio", Asti (Italy), *Serwis edukacyjny e-zadania.pl* by Szkoła – Nauczyciel (Poland) and *Simply Music - Technology Inspired Music in Education* by Simply Music (Ireland).

All those entries which are finalists as well as those who are highly commended will be added to the MEDEA Awards' [media gallery of showcases](#) highlighting excellence in the use of media to support teaching and learning.

#### Launch of Online Media & Learning Conference Community



With the final touches being made to the [Media & Learning Conference programme](#) and more than 240 people already registered from 40 countries, everything is ready for an engaging and highly interactive conference on 24-25 November in Brussels.

A series of online discussion sessions linked to the 5 circle discussions that form part of the conference programme are now open. These online discussions are available to everyone, however if you would like to comment and add your voice, please join the [Media & Learning Conference Community](#).

The 5 questions under discussion are; what is the best business model for a learning game? can media make a difference in supporting early and special needs education? re-imagining sacred cows: what are the implications of social networking on media and learning? what impact

does the move from a literacy culture to a media culture have on learning? and what is the best way to create sustainable, media-rich learning repositories? There will also be a full programme of streamed sessions available online for those who cannot join us in Brussels including all conference plenary sessions. Registration is [open online](#).



### Related Awards Schemes & Events

#### GACET'11 takes place 17-18 November

The Games & Creativity in Education **GACET'11** Games and Creativity in Education and Training [conference](#) (GACET'11) Rome, Italy, 17-18 November, 2011

is a refereed scientific conference acting as a forum for scientists, engineers, and practitioners to present their latest research, results, ideas and developments on games and learning. It is organised by two projects funded by the European Commission (Lifelong Learning Programme), ProActive — Fostering Teachers' Creativity through Game-Based Learning, and T3 — Teaching Teach Technology and takes place in Rome, Italy.

#### Learning on Screen Awards open for entries

The Learning on Screen Awards celebrate and reward excellence in the use of moving image and related media in learning, teaching and research. All shortlisted entries will be showcased at the Learning on Screen Awards ceremony at the BFI Southbank on Thursday 26 April 2012 in front of industry professionals and education specialists. More information is available on the BUFVC [website](#). Entries should be received by 28 November 2011.



#### YouTube launches SpaceLab competition

Students around the world aged between 14 and 18 are invited to enter the YouTube SpaceLab competition. All you have to do is to come up with a science experiment for space and upload a video explaining it to YouTube. If your idea wins, it will be performed on the International Space Station and live streamed on YouTube to the world. More information is available on the YouTube [SpaceLab website](#). Entries can be submitted by groups of 2 or 3 and the deadline is December 7 2011.



#### Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact:

Nikki Cortoos, Media & Learning News Secretariat  
Address: ATIT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium  
Tel: +32 16 284 040, Fax: +32 16 223 743  
E-mail: [news@media-and-learning.eu](mailto:news@media-and-learning.eu)  
Website: <http://news.media-and-learning.eu>

