

Designing the future classroom through iTEC

By Will Ellis, European SchoolNet

How established and emerging technologies can be used effectively in classrooms in the next 5-10 years? How scenarios for the future classroom can move beyond small scale pilots and be really taken to scale? To answer these questions [iTEC](#), a pan-European project focused on the design of the future classroom in Europe, will be piloting learning and teaching scenarios in over 1,000 classrooms in 15 countries. The large-scale school pilots, funding of €9.45M from the European Commission and the involvement of 15 Ministries of Education makes iTEC the largest and most strategic project yet undertaken by European Schoolnet and its supporting ministries.



Will Ellis



The size, scope and potential of the iTEC project brings with it exciting opportunities but also of course some real challenges. Some people can feel healthy scepticism when hearing about this kind of project, but iTEC has a number of features that set it apart from other projects.

Most importantly, there is the very deliberate emphasis on teaching and learning leading the process. iTEC starts by considering what benefits we intend to achieve and builds on the research of the past to create effective teaching and learning strategies and approaches. Only then do we introduce the technology, having first thought carefully about what this technology should be and how it should be used. At this stage, teachers themselves play a key role in evaluating the emerging ideas, carrying out small scale pilots to test these ideas and then piloting the most effective approaches defined at large scale.

Secondly, the diversity and quality of the project participants provides the project with a unique mixture of experience, talents and perspectives brought together by European Schoolnet. This holds the potential for an ongoing dialogue between the technology users and providers, and policy makers who invest in the technology to bring about education reform.



Moreover, the possibility of real impact on the education system across a continent is one key aspect of the project that really impressed me. The project will define a reliable model for the development of effective learning and teaching scenarios and practices. Once this model is refined through an iterative cycle of development, the process and its outcomes will be communicated to influential technology providers and policy makers through the work of a high level group of key decision makers. When the process has demonstrated its value it will continue beyond project closure to become an internationally accepted standard approach.



Last but not least, iTEC is not about trying to predict a future world detached from reality where ICT solves all our problems. The project takes into consideration the constraints and drivers that exist today and are likely to persist into the future rather than too openly hypothesising about a world that may or may not exist. This approach won't limit what iTEC will achieve but does ensure that the project delivers the genuine possibility for practical change and large scale impact on the education system.

Will Ellis is the project leader for the iTEC Project and was a presenter during the Creative Classrooms session at Media & Learning 2011.

International Clearinghouse on Children, Youth and Media

By Catharina Bucht, The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg, Sweden

The [International Clearinghouse on Children, Youth and Media](#) is a knowledge centre on research and information on children, youth and media across the world. Our mission is to cast light on what is currently known in this field from a global point of view. It is our hope that bringing together a disparate body of research findings and ideas about young people and the media will contribute to meaningful strategy documents and programs and stimulate to further research in the field.



Catharina Bucht

So far thirteen yearbooks have been published. In these, researchers and experts from all corners of the world have treated a wide variety of issues, from many different perspectives. The global dimension is a core principle in the work of the Clearinghouse, both concerning the content we publish and the contributors producing it. However, some steps aside of this core principle have been taken in some recent publications which were referred to in my presentation at the Media & Learning conference. See for example the publications [Media Literacy Education. Nordic Perspectives](#) (eds. Kotilainen & Arnolds-Granlund) and [Yearbook 2010: Children, Youth in the Digital Media Culture. From a Nordic Horizon](#) (ed. Carlsson). Promoting research and other efforts and sharing experiences in the field of media literacy is central to the Clearinghouse work.

When children begin school they are already quite familiar with media content and media technology. However, high access to media technology and a high level of use does not necessarily mean being media literate. And media literacy is today a core competence. Not least in order for a citizen to be able to fully participate in society, to be able to exercise their democratic rights. And for democratic reasons it is essential that these skills are taught in school.

There is a lot that should be squeezed into the training of teachers, pedagogy, didactics, beside the subject itself. But there is also a lot of good work done and for others to make use of. MIL Curriculum for Teachers (Media and Information Literacy) was [published earlier](#) in 2011 by UNESCO. Media and Information Literacy has a holistic approach and includes, besides traditional media, also digital archives and libraries. The curriculum is the result of thorough work of international experts and is based in perhaps the most important aspects of Media and Information Literacy: civic education, the right to freedom of expression and the right to information. It is intended that this curriculum can be used as it is or, after assessment and adaptation, be integrated into existing teacher training curricula and fill eventual gaps.

A collection of examples to use together with this curriculum is under production, with support from the Clearinghouse.

Catharina Bucht is information coordinator/editor at the International Clearinghouse of Children, Youth and Media and was a presenter during the session on Media Literacy at Media & Learning 2011.

The Center for Media Literacy: A Quest for Questioning

By Tessa Jolls, President and CEO, Center for Media Literacy



Learning anytime, anywhere has long been a mantra at the [Center for Media Literacy](#) (CML) in the USA. The CML framework for media literacy, called Questions/TIPS (Q/TIPS), offers a research-based process of inquiry that provides users with a quick way to analyze and filter information, whether digital or print. The framework, which is based on the



Tessa Jolls

Five Core Concepts of Media Literacy, offers CML's Five Key Questions for both producers and consumers of media information. Each of these Key Questions illuminates a corresponding Core Concept, giving users an internalized filtering method to apply in critically analysing the media messages they encounter throughout each day.

CML's experience has shown that these Key Questions provide a way to think critically about any media content addressing any subject, since content is infinitely variable and accessible today, especially

with the internet. The process skills of media literacy provide a constant methodology to use, while also building a common vocabulary across disciplines and a modular way of developing classroom lessons. CML's research has shown that experienced teachers with only one day of professional development training can be more effective in delivering media literacy lessons and in affecting students' knowledge, attitudes and behaviours.

CML has pioneered in the media literacy field since 1989, but the organization is not resting on its laurels. Within the past few years, CML has implemented K-12 curricula utilizing interactive technology and developed a trilogy of teacher resources illustrating how to integrate media literacy throughout the curricula, focusing on both deconstruction and construction of media messages. CML also partners with other agencies, one of whom is in process of releasing an iPad2 app that uses CML's Q/TIPS framework; others are using CML's framework in white papers, in curricula and in textbooks. CML's work, contained in its MediaLit Kit, has been translated extensively and various publications are available in English, Spanish, Portuguese, Turkish and Arabic.

CML's comprehensive website features more than 1000 pages of content, including historical archives of Media&Values Magazine, published by Elizabeth Thoman, CML's founder. A 2011 project, [Voices of Media Literacy](#), features personal interviews with 20 media literacy pioneers who were active prior to the 1990's. *Voices of Media Literacy* gives a fascinating view of not only the roots of media literacy but also where these pioneers see media literacy heading today.

While CML believes that media literacy is merely literacy for the 21st Century, much work remains to be done. But the fact that media literacy is a growing world-wide movement attests to the importance of this work in preparing both youth and adults to navigate the global village. At a summer U2 concert that I attended, Bono and his band posted a huge digital screen saying "Ask the right questions!" We at CML couldn't agree more.

Resources of the Month

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

- [Anatomy of a Flawed Action Scene](#) is a well-explained and well-illustrated series of examples, describing how good editing can make the difference in telling a story.



- [MERLOT](#) (Multimedia Educational Resource for Learning and Online Teaching) is a free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy. With more than 30.000 online learning materials.



- [How to use video creatively](#), this is a 20-minute video that was prepared by Nick Newman (CareersBox, UK) and presented during the Polish MEDEA2020 workshop on webinars in



July 2011. In this video Nick focuses on the importance and value of video and media in general in presenting ideas and in training people.

- [Make Beliefs Comix](#) is a site where anyone can make their own comics stories. It includes a section on special needs education.
- [There is more than one truth](#) is set up and managed by the Cartoon Movement which is a global collaborative platform for editorial cartoons and comics journalism.



MEDEA News

298 people from 39 countries attend Media & Learning Conference in Brussels



The Media and Learning Conference this year brought together very differing views on the role of media in learning and in education. Organised in Brussels by the Flemish Ministry of

Education and ATiT and with the support of the Lifelong Learning Programme of the European Commission this highly interactive 2-day event brought together policy makers, stakeholders and educational media producers from all over Europe with quite a few participants attending from further afield.



The main issues were highlighted in the keynote presentations on the first day. Constantijn van Oranje talked about the current situation: although much has been invested in the introduction of ICT solutions in education, we are not reaping the full benefit of these investments. Peter Adriaenssens talked about the importance of media for learning, against the backdrop of the role of education in the physiological and psychological growth of a child.

One of the main themes of the conference concerned the integration of media creation into the classroom. The idea of giving kids the opportunity to produce their own films or short clips was a central theme of the conference. The underlying principle was that video production includes a whole process of skills which, once acquired, can be transferred to solve other complex tasks.



There were a number of examples of professional media creators and providers reaching out to and engaging with schools and the wider public. They included open access to creative design platforms where learners and the general public can create their own material starting from professionally designed resources. Keynote speaker Pere Arcas for example presented the Catalan project Draw Me A Story, an example of ultimate interactivity in which anyone in the world with internet access can contribute to the creation of a non-linear clip in a creative way, using the very flexible tools provided on the site.

Ongoing interaction and collaboration between technology designers and technology users was also the theme of two keynote speeches: Richard Harper gave some insight into the design process in big technology corporations, and spoke of how technology often turns out to serve a different purpose than what it was originally designed for. Lizbeth Goodman showed how more intensive dialogue between technology users and technology designers can lead to unique and inventive



Richard Harper

solutions for various complex problems. She also showed how technology when rightly applied has the ability to empower people and communities, allowing them to grow and contribute significantly to society.

A full report in the conference will be available by the end of 2011 and you will also be able to find video recordings of most keynote presentations on the conference website. Images from the conference are already available on the [conference site](#). Stay tuned for news about Media & Learning 2012 which will be announced in early January.

MEDEA Awards Finalists meet in Brussels



The winner of this year's MEDEA Award for Professionally Produced Educational Media [Monkey Tales Games](#) is a series of 3D video games to support the learning of maths, created in 2011 by die Keure Educatief and Larian Studios from Belgium. Monkey Tales Games can be used by teachers in class, but they are mainly intended for home use to help students practice the maths they learn in class. The winner of the User-Generated Award 2011, [The Merchant of Venice](#), is an online, educational game, created in 2011 by Prof Uwe Gutwirth from the University of Education Salzburg in Austria. This multi-user game plays in Venice in the 15th Century; the players (the learners) are Venetian merchants who earn money by trading with foreign countries and by investing their profit in real estate. The game is mainly aimed at Accountancy students, who can learn and practice double-entry bookkeeping in a fun way, they learn how to make decisions in a team, think about connections and networks, apply accounting, analyse results and draw conclusions.



The European Collaboration Award 2011 sponsored by SMART was awarded to [The European Chain Reaction](#) by Qworz Primary School (Belgium) which is an excellent eTwinning project, bringing together primary schools from 13 different countries. In this project, primary schools across Europe are challenged to create, film and upload a "Rube-Goldberg/Robert Storm Petersen-like" chain reaction. This year's special Award recognising excellence in the use of media to support volunteering was awarded to

[Changing Lives](#) by Drogheda Special Olympics Club (Ireland). This video produced by Deirdre Flood in 2011, explains the different aspects that are involved in organising a local sports club for Special Olympics Ireland.



The other finalists who took part in the ceremony were [Armi di distruzione di massa](#) by ITIS Avogadro di Torino (Italy), [Imprinting](#) by Scuola Secondaria di Primo Grado "Brofferio", Asti (Italy), [IngeBEELD Media Wisdom Platform](#) by CANON Cultural Unit (Belgium), [Twig](#) by Twig (UK), and [Werner Heisenberg](#) by INTER/AKTION GmbH (Germany).

In addition to the finalists, the MEDEA Awards organisers also announced the names of 13 entries that were Highly Commended by the MEDEA Awards 2011 Judges. These 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 MEDEA Awards 2011 finalists presented their production during the Media & Learning Conference. For interviews with the finalists and more information, visit the MEDEA Awards [website](#).

Related Awards Schemes & Events

PERL announces 2012 Video Competition for Students



PERL is a partnership of educators and researchers developing methods and materials to encourage people to contribute to constructive change through the way they choose to live. The PERL Video Competition is entitled "Life in 2020: your creative vision" To enter you have to create a 60-second video for the web. This competition is open to full or part-time students of all ages who are attending Secondary, Further or Higher Education at the time of submitting their entry. The closing date for the competition is 15th February 2012. Video entries should be posted on the DESIS [YouTube channel](#). Entry form, competition rules, tips on making a 60-second video and resources are available [on their website](#).



Learning Technologies Conference in London

learning technologies

This year the Learning Technologies Conference takes place on 25-26 January in the Olympia 2 in London. Learning Technologies (now in association with Learning and Skills) has been a leading conference in the UK for several years for organisational learning and the technology used to support learning at work. The conference programme includes 50 leading speakers and a wealth of collaborative and networking opportunities, and there is a large accompanying exhibition. Find out more from the Learning Technologies [website](#).

Conference on Digital Storytelling in Spain

The Universitat de València will be hosting the [International Conference on Digital Storytelling](#) between the 21st and 23rd of March 2012 in Valencia (Spain). Digital storytelling is the modern expression of the ancient art of telling stories. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving another dimension and vivid colour to characters, situations, experiences, and insights.



Contact information

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