

Media & Learning News

New video courses announced for 2012



Week-long residential courses on creating and using video to support teaching and learning take place in Leuven, Belgium on 19-24 March 2012, 2-7 July 2012 and 22-27 October 2012. These courses are open to teachers and trainers and people taking part can apply for funding to support their participation from the European Lifelong Learning Programme. These courses

are aimed at relative newcomers who would like to find out more about how to both create their own video-based resources as well as how to use existing media-based materials to enhance learning. Find out more from the "Using Video to Support Teaching and Learning" course [website](#).

Design and use a web documentary

MEDEA2020 partner Université de Lorraine is organising a workshop in Paris on 15/16 March in collaboration with the Digital



Thematic University (DTU) AUNEGE on creating web documentaries as learning resources. At the end of the workshop participants will know more about web documentaries, will be able to initiate a web documentary scenario as well as being able to implement a scenario with existing videos. Participation is free but registration is compulsory, for more information contact: gerard.casanova@univ-lorraine.fr.

EUscreen video portal continues to grow



EUscreen, the videoportal of the European digital library EUROPEANA, which was launched officially at the end of 2011 continues to grow and now includes over 10,000 items, many of which are of real value to the teaching and learning community. Eventually EUscreen will make 35,000 items of programme content with contextual information from 18 European archives available, through the freely accessible online [portal](#). This collection is part of the European digital library [EUROPEANA](#) that will present no less than 15 million digitized objects by 2015.

Belfedar, a fun way to learn to cooperate and manage conflict

After its success with the Peace Factory, the Evens Foundation has launched a new cooperative game called [Belfedar](#) which can be played by people of all age groups. This cooperative game encourages constructive communication between people and a sense of belonging to a group. Exercises designed to help people better understand both oneself and others aim to prevent violence and promote the management of conflict.



Featured Articles

Having fun and learning accountancy at the same time

By Prof. Uwe Gutwirth, University of Education Salzburg, Austria

The Merchant of Venice is an online, educational game aimed at accounting students and is the winner of the MEDEA User-Generated Award 2011. We asked the man behind this game, Uwe Gutwirth, to tell us more about the background of this entry.

How it began...

For many years we have been dealing with the theme "E-learning for Accounting" and in that context we have developed a [training platform](#). Based on the findings of recent brain research, we began 4 years ago with the design and development of educational games to help students to recognise the relevance of accounting



Prof. Uwe Gutwirth

based on their own experience. Our game "Fish Market", with an environmental background, ranked among the top 12 projects at the [International E-Learning Award](#) (New York), but it provided little excitement and variety especially for the 15 to 20 age group.

Target group and game concept

We therefore started looking for a way to also appeal to this age group based on their own experiences. That is how we ended up with the idea of developing a game based on trading. To add some "action" to the game we based the first game concept on the trade of the Hanseatic League in the 14th Century (an economic alliance between trading cities), because this allowed us to integrate the attacks of the pirate Störtebeker.



The development team consisted of the Universities of Education Salzburg and Tyrol, and four students from the Business Academy 2 in Salzburg. The basic concept (game trajectory, data models, images, colours) was already finished when I stumbled upon a publication about 15th Century Venice as a trading power. Because Venice is probably much more famous internationally than the Hanseatic League, and because double-entry bookkeeping was introduced at that time, we started all over again and a new title "The Merchant of Venice" was born.



Layout and production

The educational concept was developed by the universities. The game idea was largely mine, but together we refined it and changed details during the programming process. The design for the game play, the data model, the structuring of the learning content as well as the entire accounting simulation were also contributed by me.

Students of the Business Academy (secondary level) acted as the representatives of our target audience (stakeholders) and were responsible for the adaptation of the design and concept to their own age group. One of the students was responsible for the pirate game while another student managed the construction of the buildings in the game environment.



Initially we used Access as the prototype database because it is more flexible for testing, but meanwhile the game has been integrated in the SQL Server of ATS. The data model is relatively complex as it consists of more than 20 interrelated tables. At the server-side, we have used ASP for

the programming; the front end has been programmed with JavaScript and Flash. The game consists of 32 individual programs with more than 10,000 lines of code. The software development took 15 months and was privately financed by myself without any other subsidies.

Use, results, and future use

The first prototype has already won the Löرنie Award (Austria's biggest award for e-learning), the Constantinus Award (Austria's largest award for IT & Consulting), the Media Literacy Award and recently the [MEDEA Award for User-Generated Educational Media 2011](#). The two participating universities are offering teacher training seminars on teaching methods and use of this game in the classroom.

At the moment, we are still responding to numerous requests for changes. The number of users is growing very fast and we have been forced to invest in new servers, for which we are currently looking for funding. As the game can be played online, it is also possible to play with international teams. This makes the game more exciting and is something we would like to support.

Media Literacy – a View from the US

By Sherri Hope Culver, National Association for Media Literacy Education

Media literacy, as a field of research, scholarship and a curriculum area, is served in the United States by the membership organisation, the [National Association for Media Literacy Education](#) (NAMLE). This organisation's vision is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world. NAMLE's mission is specifically to expand and improve the practice of media literacy education in the United States.



Sherri Hope Culver

NAMLE brings together a broad-based coalition of media literacy practitioners, educators, scholars, students, health care professionals, K-12 teachers, community activists and media business professionals from diverse fields, professions, and perspectives. A 15-member volunteer Board of Directors, elected by the membership, provides leadership guidance for NAMLE.

To serve its membership and the field of media literacy, NAMLE focuses on five categories of activities: Information sharing, Professional development, Research, Resources and Advocacy.

Information sharing is prompted each month through the organisation's published e-newsletter **Update**. Update provides members and field leaders with up-to-date information about grants, publishing opportunities and newly published scholarship, plus related regulatory and media industry information.

To enhance professional development and share research and scholarship, NAMLE holds a bi-annual conference. The 2011 conference was held in Philadelphia, Pennsylvania with the conference theme **Global Visions/Local Connections: Voices in Media Literacy Education**. The conference included over 150 sessions, the awarding of the Media Literate Media Awards and attendees from over 7 countries. The next conference is planned for July 2013 in Los Angeles, California.

New professional development opportunities include a series of online live chats, kicked off last month with a chat on the topic "Fostering Digital Citizenship".

Since 2009 NAMLE has published the online [Journal for Media Literacy Education](#) reflecting its commitment to research. The journal is open source, peer reviewed and available exclusively online. It is produced three times per year.



Most NAMLE resources are available for free through the organisation's website. This reflects an organisational commitment to forwarding the field by making information as accessible as possible to as many as possible. One of the most important documents offered and developed by NAMLE is the **Core Principles of Media Literacy Education in the United States**. The Core Principles provides detailed recommendations for what is taught, as well as how we teach media literacy.

Another NAMLE resource is the media literacy **Marketplace**. This online store provides access to a wide range of books, videos and other media literacy education materials for purchase.

NAMLE's advocacy efforts are reflected in its participation in various meetings, Washington, DC-based panels and local discussions with schools and community leaders. Internationally, NAMLE is a founding partner of the **International Media Literacy Research Forum** and a participant in the **Alliance of Civilizations Media Literacy Clearinghouse**.

NAMLE's growth is reflected in its celebration of its tenth anniversary this year. What began as a grassroots organisation by media literacy educators has evolved into a thriving, national group of people passionate about media literacy and its role in a twenty-first century democracy.

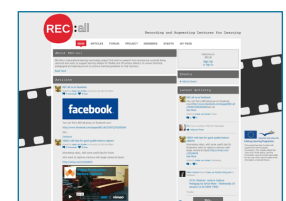
New initiative on Lecture Recording

By Sally Reynolds, ATiT, Belgium

More and more universities across Europe are recording their live lectures and then putting them online ('weblectures') as a way to support both on and off campus students. At the same time, video is increasingly a core feature of the virtual campus with significant sector investment in lecture capture systems, podcasts, multimedia lecture theatres and streaming services. Lecture capture technology itself is rapidly evolving conceptually from being a passive recording method to a technological solution focussed far more on the idea of 'social video' linked to participative and student-centred models.

It is against this background that the new REC:all project has been launched which will contribute to innovation in this area in several different ways. First of all partners in this project will carry out research into how lectures are currently being captured and used in Europe and will suggest learning designs for flexible and off-campus delivery. At the same time, they will also review technical, pedagogical and legal issues and produce practical guidelines to help those active in lecture capture in the European higher education sector.

Partners are also developing an active community of practitioners in this area, working with existing academic communities such as VITAL (UK) and OASE (Netherlands). This community has been launched and is open to all interested via a dedicated [Ning](#)



[community](#) where a number of conversations have already started.

In the second part of the project, REC:all partners will test a range of lecture capture scenarios as carefully selected mini-projects. These projects will be fully evaluated with a focus on student feedback. The aim is to develop transferable and practical pedagogical models and reference benchmarks of good practice. These will be developed and tested in the form of a set of REC:all technological/pedagogical guidelines fully supported by web resources including examples of use.

A dedicated conference track on the topic of lecture capture supported by the REC:all project will be included in the Media & Learning Conference 2012 in Brussels.

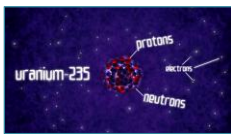
This project began in October 2011 and will last for 24 months. It is led by Clive Young from University College London and the other partner organisations are Université de Lorraine (France), Vrije Universiteit Amsterdam (Netherlands), Universitat Politècnica de Valencia (Spain) and ATIT. REC:all is a transnational learning technology project funded by the EC Education and Culture - Lifelong Learning Programme.

Tools of the Trade

Animation, what software or tools to use...

By Mathy Vanbuel, ATIT, Belgium

If a picture is worth a thousand words, than animation may be worth a few hours of explaining.



How else to convey difficult concepts better than with an animated movie if you want it to come alive before the eyes of the learners: how else can you explain what nuclear fission is than with an [animation](#).

There are many subjects that lend themselves to being explained and demonstrated by way of an animated movie: from biological, chemical, physical to medical or geographical subjects, from simulations to reconstructions, from concrete to abstract: DNA strings, the solar system, the movement of atoms...

What does it take to create animations by yourself to explain a subject in the classroom or in a teaching and learning context? We will not go into the skills that are typically needed for the animator, but suffice to say that it is easier if you already have basic drawing and sketching skills, as well as the skill to create a narrative, a story. Furthermore, it is helpful to have a good feeling for certain aspects of physics including space and time and the basic laws of physics.

In this piece, I would like to give a quick (and incomplete) overview of software that is related to (learning) animation.

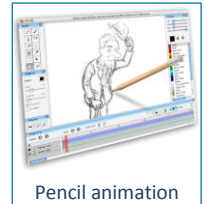
The best-known animation software package nowadays from the computer graphics side is of course Adobe After Effects and Flash. However, traditionally, animation software is developed with video or film production in mind, and the following software products make export to non-traditional audio-visual and other formats increasingly possible.

Examples include:

- ToonBoom, with a range of software products at different levels of complexity and varying learning curves: from flipbook to studio level, at moderate prices, education licenses and for some products free trials are available.

- Also entry level is PM Animation; the interface looks awful but is not too pricey and somewhat easy to learn. Similar to that is Creatoon, no longer supported but freely available.
- Maya, Discreet 3ds max, Eovia's Carrara 5 and Xara 3D are top level professional packages with a very steep learning curve.

To my knowledge, the only free competitor on a professional level of quality and functionality is Blender, the most powerful Open Source tool for traditional 2D and 3D animation, but again with a very steep learning curve. Besides Blender, there is [Synfig](#) for 2D only, but much less powerful and less popular. [Pencil animation](#) is more an entry-level animation software, also free and open source.



Pencil animation

Then there is a range of tools and software that help introduce animation in one way or the other for example to introduce animation as a learning activity in class:

[Pivot stick animator](#), is what it says: really suitable for very young children, but it is also handy for quick testing or for learning basic movement in animation.

[Scratch](#) is not really animation software but rather a type of programming tool that allows you to animate and manipulate all kinds of digital objects, great for learning how to code and programme and to learn logics.



[Xtranormal](#) is a very basic online animation tool for kids, comparable is Anime Studio Pro and Digicel Flipbook 2D which are somewhat advanced but still easy for real beginners.

[Moviestorm](#), is a virtual studio where you can buy online elements of the animation movie and create movies with it, a great idea but rather expensive and somewhat limited to what is there (unless you want to spend even more).

[Pixton](#) and [MakeBeliefs](#) are online cartoon makers, useful to learn and test the creation of storyboards and scenarios.

If you are into animating physical objects (like clay or lego blocks or playmobil puppets) try [iStopMotion](#).





Producing animated movies is really creating something out of nothing and very rewarding because it allows you to create without limits whatever is in your imagination. That is of course provided you have the patience to learn and to create picture after picture, 25 of them per second...

Resources of the Month

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

- [Educational uses of digital storytelling](#), showing how multimedia can be integrated in an educational activity such as digital storytelling and containing various external online resources that are examples of digital media projects.



- [EU-HOU](#), a project which promotes active learning of astronomy by giving students real astronomical data and the tools to analyse it simply and easily in their own classroom. 
- [LessonStream](#), a repository of selected lesson plans to demonstrate how teachers can make use of media-based materials; lesson plans can be searched by language levels, learner type, topic and other categories. 
- [e-Bug](#), a free educational resource for classroom and home use, where students can learn about micro-organisms in a fun and accessible way and teachers can find lesson plans, activities, presentations and other materials. 
- [60 second Recap](#), library containing videos that summarise books aimed at teenagers to help them engage with books; students are also invited to make their own book recap and features tips on how to do it are available on the website. 

MEDEA News

Media & Learning Conference takes place 14-15 November 2012

The third edition of the [Media & Learning Conference](#) will take place on 14-15 November 2012 in Brussels. Organised by the Flemish Ministry of Education and ATIT and with the support of the European Commission, DG Education and Culture, this conference is a unique meeting place for anyone interested in the current and potential impact of media on the learning process. It will include the MEDEA Awards Ceremony and will feature great key-notes, lively discussions and plenty of opportunities for networking. For a report on the 2011 conference visit the [Media & Learning Conference website](#). There is a public call for input to this conference which closes on 1 June 2012.



MEDEA workshops to take place in France, Italy and Spain during 2012

 The [MEDEA2020 project](#) has started the year by announcing the topics for workshops being organised by partners in France, Italy and Spain in 2012. The first workshop in French and English is on web documentaries and is being organised in Paris by Université de Lorraine on 15/16 March. The next workshop being organised by CSP in Italian will be devoted to cross/trans media and user-generated content and will take place in Torino on 20/21 April. The final workshop before the summer is being organised in Madrid by CECE and will be aimed at teachers on the use of video and is due to take place in either May or June.

Launch of new MEDEAnet project in Leuven

The launch of the new MEDEAnet project takes place on 25-26 January in Leuven, Belgium. This 3 year network project supported under the Lifelong

Learning Programme will help extend the reach of the MEDEA and Media & Learning activities and engages partners in Germany, Austria, Estonia, Denmark, Romania, Greece and Belgium. An announcement about national workshops being organised by project partners in 2012 will be made in March 2012.

Deadline for MEDEA Awards 2012 is 17 September

The MEDEA Secretariat is busy with the launch of the [MEDEA Awards 2012](#) and the new 2012 site will be available from March 2012 onwards. New leaflets promoting the awards are now available in English, French, German, Spanish, Italian or Polish and can be requested from the MEDEA Secretariat. Meanwhile the existing MEDEA Awards site is being regularly updated and interviews with winners and finalists are now available. At the same time the MEDEA Awards video channels on YouTube and Vimeo contain lots of interviews and samples from the 2011 as well as earlier competitions. The deadline for entries in 2012 is 17 September.



Related Awards Schemes & Events New Voices in Media Education event in London

This event is taking place on 3-4 February and is aimed at drawing in new voices to the Media Education Association (MEA) in the UK. It will bring together a range of new voices from Primary, Secondary, FE and Higher Education. The [Media Education Association](#) is a free online community for media education professionals who teach about the media at any level of the 3-19 education system, whether in Early Years/Foundation Stage, primary or secondary schooling, specialist media courses in the 14-19 phase, in informal education, and in teacher training. They also welcome media professionals with an interest in the development of media literacy.



Commonwealth film competition about relationships



The Commonwealth Foundation invites filmmakers from across the Commonwealth to submit an idea for a short film about relationships. Individual filmmakers or collectives should submit a proposal which explores the theme of love in its broadest sense, whether inter-racial, inter-generational or within and between the sexes. The theme should be relevant to the filmmaker and their community. The deadline for receipt of entries is 31 January. The [Commonwealth Foundation website](#) has more information.

Contact information

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

Nikki Cortoos, Media & Learning News Editorial Team
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
Website: <http://news.media-and-learning.eu>

