

Media & Learning News Call for Papers on Cyber Security and Education now open

Addressing Cyber Security in schools should foster critical digital literacy, such that children can become empowered to make informed decisions about how they choose to use and share information online. eLearning Papers seeks contributions for its 28th edition on this topic. The guest editor is Jean Underwood, Professor of Psychology in Nottingham Trent University, UK. The article submission closes on March 23, 2012. The provisional date of publication is April 20, 2012. For further information and to submit your article, please contact: jimena.marquez@elearningpapers.eu. Read the complete call for papers [here](#).



New European Project tackles issues to do with digital plagiarism and ethics

Genius “GENIUS Plagiarism or Creativity - teaching innovation versus stealing” is a two year European Comenius project which aims to strengthen students' transversal skills in secondary schools. In this project, teachers and students will be invited to attend a specific multilingual online course about copyright, plagiarism, web fair use, open source and pedagogical methodologies to support creativity and creative writing. As a second learning stage, a transnational students' competition will be launched. The winning team has to detect plagiarism thereby improving their learning skills, social and civic competences, sense of initiative, cultural awareness and expression, English language and digital skills. Find out more from the GENIUS [website](#).



Exploring online identities through theatre and games

The theatre play Channel Troy, developed within the framework of the EU Project [Virtual Stages Against Violence](#), deals with questions to do with the authenticity of online identities and explores dangers that lurk in the world wide web. In Channel Troy, life becomes virtual, and events online become real.



What follows are hard truths and uncomfortable questions. This project has also created an [online videogame](#) to raise young people's awareness about the risks related to an improper use of new technologies in an amusing way. Book to go to the play which takes place in Vienna in March [here](#).

Featured Articles Launch of EMEDUS Project about Media Education in the EU

By Jose Manuel Pérez Tornero and Santiago Giraldo, Universitat Autònoma de Barcelona, Spain

A group of seven European organisations made up of universities, research centres, government offices and non-governmental organisations have

taken the initiative to work together on the 2012-2013 Media Literacy Education Study (EMEDUS). This study was selected under the European Commission Lifelong Learning Programme Key Activity 1 call which supports studies and comparative research.



This two year study which will be 75% funded by the Lifelong Learning Programme, has the objective of developing a comparative analysis about the implementation of Media Education in all 27 European Union countries. The EMEDUS Study focuses on three specific aspects (formal curricula, informal education and non-formal education directed to disadvantaged groups) and its aim is to identify and compare good practices on Media Education that have generated impacts on different factors (economic, social, cultural, political) in the Member States.



The EMEDUS project is specifically oriented to strengthen and help realise educational policy recommendations in the media literacy field in European Union member countries as well as in other European countries. Another objective of the project is to analyse teachers' educational resources, and their skills, training and media competence attainment levels.

The association that will develop EMEDUS is made up of the [European Association for Viewers' Interest](#) (EAVI, Brussels), led by Paolo Celot, General Secretary of the NGO; the [Communication and Society Research Centre](#) (CECS) of the University of Minho (Portugal), led by Manuel Pinto; the [Hungarian Institute for Educational Research and Development](#) (HIERD, Hungary), guided by György Jakab; the [Istituto di Studi Politici Economici e Sociali](#) (EURISPES, Italy), directed by Marco Ricceri; the [School of Communication and Media](#) (SCM, Slovakia), managed by Andrej Skolkay; and the Pedagogical University of Krakow through its [European Center for Lifelong Learning and Multimedia Education](#) (PUK, Poland), coordinated by Barbara Kedzierska. This network is coordinated by the [Universitat Autònoma de Barcelona](#) (UAB, Spain), which also acts as Scientific Director of the project through the Gabinete de Comunicación y Educación, a research group headed by José Manuel Pérez Tornero of the Department of Journalism and Communication Studies.



The first work package of the project - which will be developed between January and July 2012 - is a literature study and analysis of the main documentation sources of the 27 EU Members related to media education. The EMEDUS project will start the development of specialised work packages arising out of the information gathered.

In its last work package, partners in EMEDUS will seek to ensure the sustainability of their work through the establishment of a European Media Education Observatory, which will have the intention of consolidating a reference repository of Media Literacy Education information and activities registered in the EU. The European Media Education Observatory also has the objective of fostering Media and Information Literacy in Europe.

Further information about EMEDUS is available by [e-mail](#).

Report from the EduCamp School in Poland

By Anna Jaruga, Management Observatory Foundation, Poland

Are you interested in media, modern education and technology? Or maybe you are working with business and would like to implement new ways of reaching a wider audience? If the answer is yes, then an initiative like EduCamp is just for you!

The [EduCamp Conference](#) is aimed at practitioners and enthusiasts of distance teaching. Each time the conference takes place, it is built around a different topic and each time it takes place in another city. This time we met in Vroclav at the headquarters of the Teacher Training College, where we talked about school education and the opportunities/possibilities for its development. Conference organiser Piotr Peszko says "The aim of the conference is to provide unique, valuable and fresh information concerning education. An indirect goal is to indicate current trends, as well as an overview and comparison of various activities related to modern education".

As the MEDEA2020 Project Coordinator in Poland, I had the opportunity to present the idea of the MEDEA Awards competition, show examples of projects submitted to the competition and describe conditions of participation. It seemed to be the perfect place for the MEDEA Awards as the speakers presented on topics that are very important for the MEDEA competition. Just to mention a few: Christopher Wojewodzic, representing Vroclav Academic Hub, talked about the [Digital School Program](#). Agata Wilam, founder and president of the [Children University](#) - Poland's largest academic project for children - spoke about its activities and achievements. Alexander Sierzega presented the [Khan Academy](#), and the [Khan Academy initiative in Poland](#). In this edition of EduCamp, workshops for teachers were held before the experts' presentations for the first time, e.g. "Teacher - don't grouse at the board! How to make a multimedia presentation in Prezi" (led by students), "E-books - what they are, what they do?", "How to work effectively with traditional textbooks, using an electronic diary, interactive whiteboard and modern multibook".

Piotr Peszko concludes: "I consider this edition of EduCamp as highly successful. We had a room full of people who are interested in changing the way school looks. Many of those who wish to share their experiences, as well as six students who took part in discussions, are, in my opinion, real results of this project". Piotr invited participants to get acquainted with the new idea of the Summer School of Modern Education - EduCamp Summer School 2012, which will start in summer this year.

Interested? Looking forward to seeing you on the next EduCamp!

Using media to support the transition of research to education in higher education

By Gérard Casanova, Université de Lorraine, France

[CIUEN](#) - the University in the Digital Age International Symposium - will be held in Lyon from 16 to 18 of April 2012.

This symposium which was created in 2006 at the behest of the French Ministry of Higher Education and Research is organised under the patronage of the Digital Mission for Higher Education in France (MINES). It takes place in the



Anna Jaruga

Lyon Convention Center, during the "Lyon, World Web Capital" week and is co-located with the worldwide conference [www2012](#) which will bring an international dimension to this annual event.

The paper that I will be presenting on behalf of the MEDEA community is called "Three examples of transition from research to education thanks to digital media with an evaluation via MEDEA Awards and a survey." This paper shows how three resources submitted to the annual MEDEA Awards improved education through the use of media and video in particular. We started from several observations notably that the two main tasks of a university lecturer are research and teaching, where teaching is improved and fed partially from research. However, the concepts used in research are usually theoretically rather deep and specialised and so sometimes it is difficult to transfer them to students. We have tried to take up this challenge by making three digital learning resources with an adapted teaching methodology which uses media as a way to help students better understand underlying theoretical concepts.

The paper focuses on how this methodology is realised in three different settings where the research field is social psychology. The final results are online multimedia learning resources used to support education. The nature of the transferred knowledge is similar in each setting: in one case it consists of realising a research-based approach in two experiences and in the other two settings it is about discovering concepts coming from research through re-enacted experiences. Difficulties to do with this kind of transfer are shown as well the pedagogical and methodological solutions that have been found which include specific insight into the appropriate use of media.

The paper describes how the resources have been evaluated: two of them have been entered to the MEDEA Awards (in 2009 and 2011) and were both "highly commended" showing that use of digital media in the transfer of knowledge from research to education is also a European preoccupation. A qualitative study on these three resources is ongoing and the results of this study will be shown during the CIUEN symposium.

The first of these two entries is called "Regards sur la psychologie sociale expérimentale" or "Perspectives on experimental social psychology" and is a series of 5 video clips each of which consists of a short film of an experiment and a presentation to explain the following topics: the fundamental attribution error, the failure to assist a person in danger, the effects of a commitment process, the effects of categorisation and the effects of social comparison. More information about this entry is available in the [MEDEA Awards' Media Gallery](#). The 2011 entry is entitled "Différentiation sociale en situation de confinement physique et social" or "Social differentiation in a situation of social and physical containment" which is a film that aims to help students understand differentiation in roles within social groups through experiments and consists of five different parts. The first part, a 14-minute film excerpt from the documentary 'Faits comme des rats' (or 'Trapped like rats') by Professor Didier Desor is about the social differentiation in animals and documents the behaviour of a group of rats in an experimental context that requires them to dive and swim underwater to obtain food. There is a clear division of roles between rats who dive and swim under water to bring food and rats that never plunge but 'steal' their food from those who dive. The other parts are videos on the transposition of this experiment to human beings (photomontage, interview and video course). A case study on this entry will be available shortly in the media gallery.



Gérard Casanova

Premium Partners



With the support of the Lifelong Learning Programme (LLP) of the European Union



Simply Music – ‘Highly Commended’ at the MEDEA Awards 2011 - Still Hitting the Right Notes...

By Philip Penny, IADT, Ireland

I bumped into Paul Maher founder of ‘Simply Music’ at the Computer Education Society of Ireland (CESI) conference in Portlaoise recently where he was busily promoting his unique and increasingly popular initiative.

[Simply Music](#) is a percussion performance workshop, which incorporates interactive technology and live music performance. It is



supported by The Arts Council of Ireland and approved by The Department of Education & Skills. The model has been designed to enhance learning for different cognitive styles through the introduction of technology as a learning tool.

Workshop content is designed to meet the requirements of the Primary Curriculum for Music and support classroom learning via engagement with a professional musician and an active approach to learning music through participation.

Additionally within the sessions Simply Music introduces different forms of musical notation and rhythmic structures as per the music curriculum and which again are suited to the specific age range participating in the workshop.

The workshop uses technology to allow the students to gain confidence in their performance and to learn how to hold and play each instrument correctly. They learn to work independently with their instrument and are supported by the technology, which plays their melodic or rhythmic line in the background to support them and maintain continuity in the performance.



Paul Maher

The musicians work with the students to develop their confidence and skills and each child retains through rote a series of rhythmic / melodic patterns which in turn develop into a musical piece which is performed live within the school on the day of the workshop. The musicians continue to support and create innovative material as the workshop progresses and encourage musical innovation from the children to be incorporated into the final performance.

The outcomes of the workshop provide the students with an increased knowledge of percussion instrumentation, rhythmic and vocal development and musical experience through participation in live performance with teachers and other class groups.

All percussion instruments are supplied as well as computer, projector and screen, and PA System.

Paul has been successfully running programmes through the National Concert Hall’s Learn & Explore Department with In-Service Teacher



Philip Penny

Training Workshops since 2007 for primary teachers – which form part of the Department of Education & Skills In-Service provision in Ireland.

In feedback to Paul from the **THE NATIONAL CONCERT HALL**  National Concert Hall programmes teachers have found the content accessible and engaging, regardless of their level of musical or technological experience. “It has been wonderful to see (and hear!) how even those teachers who start out without much confidence in their natural musical abilities are enthusiastic performers by the end of the five-day course”.

From year to year – and even from day to day within the course Paul continues to adapt and innovate, so that the content is always evolving. Paul takes this same approach to his in-school workshops, making Simply Music accessible to an ever-widening audience, for example by translating the content into Irish, or by creating an infants’ version of the workshop. Paul also runs workshops for infants using a combination of boomwhackers and video projection which are very stimulating new elements adding to the learning experience.

Resources of the Month

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

- [Schools World](#): providing instant access to up-to-date videos and resources, practical tips, lesson ideas and an active online community to support the professional development of anyone working in school and enable them to connect with others in the field. 
- [Planète Sankoré](#) - Portail de la pédagogie numérique: a database with a lot of free digital educational resources in French, where users can also produce their own resources, create thematic groups, participate in the online community, write and spread their own blog. 
- [PRIMAS](#) - PROMoting Inquiry in Mathematics And Science: aiming to promote inquiry-based learning in mathematics and science at both primary and secondary levels across Europe; various resources like teaching materials as well as courses and support for teachers are available on the website. 
- [EU-UNAWA](#) Universe Awareness: a programme aimed at students aged 4 to 10 years using astronomy as a tool for encouraging young children to develop an interest in science and technology and for introducing them to the idea of global citizenship and tolerance. 
- [Udemy](#): an online platform where instructors can use video, PowerPoint, PDFs, audio, zip files and live classes to quickly build a course and share their expertise, and students can take courses across a great breadth of categories. 

MEDEA News

Themes and Topics announced for Media & Learning Conference

In advance of the website launch in March, the main themes for this year's conference have been released. Under the banner "Media as an agent of change in education and training", the programme will revolve around three main themes. These are:



- Mapping future trends and developments in media-enhanced learning in all sectors
- Boosting skills and competences in media production, use and re-use of media-enhanced content
- Tracking the importance of media literacy and wisdom as fundamental building blocks in the creation of innovative, inclusive and future-proof education and training

The conference agenda will include discussions, demonstrations, debates and information sharing sessions related to 14 different topics. They include; setting up and supporting effective media coaching schemes in education, re-inventing school television – exploring opportunities for collaboration between educational broadcasters and educational providers, boosting employability through training services that provide people with the media competences and skills they need for today's workplace and the impact and value of media-enhanced learning opportunities in Special Needs Education.

The conference takes place on 14-15 November, you can find out more soon on the Media & Learning Conference website.

MEDEA2020 Workshops in March and April



The MEDEA2020 team will be busy with workshops in March and April. Gérard Casanova and his colleagues at Université de Lorraine, France are organising a workshop on 'Designing and using a web documentary as an educational resource' in Paris on 15/16 March where they will be joined by MEDEA finalist Marion Stevens, from the Dutch Open University. Marion was one of the team that

produced the MEDEA Awards 2009 finalist [Studiocoach](#).

A second workshop will take place in Madrid on 22/24 March organised by Luis Lizama and his colleagues in CECE entitled 'How to create and upload videos for educational purposes' which is aimed at teachers at all levels interested in creating their own video materials.



Eleonora Pantò and her team in CSP are organising a hands-on workshop on 'Use and re-use of video for education' in Torino on 20/21 April where they will be joined by MEDEA 2011 finalists Antonio Mandarano

from ITIS 'Avogadro' school and Cinzia Chelo from A. Brofferio' school in Asti as well as a representative from BBC School report, the MEDEA Awards 2010 winner in the professionally produced category. They will also be joined by Markus Nickel from RAI Educational, Marco Rendina from Cinecittà LUCE and Mathy Vanbuel, ATiT.



Related Awards Schemes & Events

Film competition to promote solidarity between generations



Europe's ageing population is having an impact on the way that European society functions and how generations interact. As part of the European Year for Active Ageing and Solidarity between Generations, the European People's Party (EPP) and the EPP Group in the Committee of the Regions have launched a 60 second film competition for citizens of EU member-states and Croatia under the age of 30. The competition closes on 15 May 2012 and following a Facebook vote, the three winners will be invited to Brussels to see their film screened as part of a special event in November 2012. For more details visit the competition [website](#).

EUSCREEN conference on Television Heritage & the Web in September



The television landscape is evolving at tremendous speed. According to Eric Schmidt, former CEO at Google, "the Internet is fundamental to the future of TV". Most broadcasters are struggling to grasp the pitfalls and potentials of the net. Emerging viewing patterns involve increased interactivity, non-stop availability and the evidence of choice. The current shift suggests new ways of looking, where a web-centric view becomes more and more popular. Broadcasters' resources are being redirected to web-based forms of TV and the 'archive' increasingly becomes an asset, since it can attract potential users online. The major question for audiovisual archives, educators and researchers these days, is what the current web-based shift implies for television heritage. The EUSCREEN project is putting more than 30,000 audiovisual items online in an act to make historical audiovisual content widely accessible. The conference Television Heritage & the Web attempts to discuss and analyse the potentials and pitfalls of the current media transition. Find out more from the [EUSCREEN website](#).

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