



Media in Education News

VLAANDEREN INgeBEELD - a study day in Flanders for teachers about the use of digital media in class.

This study day took place on 9 November and attracted about 250 teachers from all different levels of formal education in Dutch-speaking Belgium. The idea behind the day was to introduce teachers to the highly innovative platform [INgeBEELD 4](#), which is aimed at enhancing the media literacy skills of pupils and teachers throughout the country. Philippe Van Meerbeeck from VRT was one of the speakers and organisers of this day and used the opportunity to highlight the ways in which the digital archive being made available by VRT through the large-scale Vlaanderen in Beeld (VLIB) [initiative](#) can and is being used to support learning. The brand-new VLIB portal was also shown to



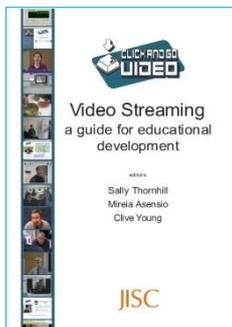
participating teachers who were invited to try out the portal for themselves during this highly practice-oriented study day.

ViTAL: video in education is a new Special Interest Group (SIG) of ALT

This new group aims to address the growing interest in using digital video and media in tertiary education in the UK and beyond. Members of the VITAL group invite you to join their Ning site and to contribute to the current discussion topics and/or create your own topics concerning the use of



'Video in Education'. This winter the ViTAL team is planning to update the Click and Go Video [guide](#) (also posted on the wiki) and so invite members of the wider community to respond. You can get involved in the SIG directly via their [Ning](#) site which will be the platform for discussion, and for sharing ideas and thought about the various issues surrounding the use of video within education, such as pedagogical/ technical/



legal and accessibility.

Deadline for applications for funding for educational video course is 14 January 2011

If you are interested in taking part in a week-long course entitled 'Using Video to Support Lifelong Learning' in the Leuven Institute for Ireland in Europe in Belgium from 4 July 2011, then you need to apply for funding to your national agency by 14 January. Funding to cover the full costs of participation including accommodation and flights is available through the Comenius/Grundtvig programme of the European Commission, you can access the course details [here](#). This course will provide participants with the basics of video capture and editing as well as training on how to publish video materials online.

Media Literacy for All Conference in Brussels

People from all over Europe gathered on 2-3 December for the CSEM Media Literacy for All Conference which took place in the IHECS and the European Parliament. This conference brought together researchers to discuss media literacy across all sectors in order to put together a joint coordinated Media Literacy policy. The aim of the conference was to draw up a set of recommendations for lifelong media literacy. Using a highly participative methodology, those taking part approached the topic from two different angles: on one hand in policy areas dictated by context, in the family, in the school, provided by society and provided by media institutions and media industries and on the other, using a cross-sectional approach to gain a full picture. Results of this process will be made available shortly on the conference [website](#).



Khan Academy now hosts almost 2,000 videos on variety of subjects

The Khan Academy is a not-for-profit educational organisation created by Salman Khan, a Bangladeshi American born and raised in New Orleans. With the stated mission "of providing a high quality education to anyone, anywhere", the Academy supplies a free online collection of just under 2,000 videos on mathematics, history, finance, physics, chemistry, astronomy, and economics. The Khan Academy is recently being described by YouTube as its most visited online educational video resource, find out more from the Khan Academy [website](#).



PLURAL+ 2010 winners announced in New York

A joint programme of the United Nations Alliance of Civilizations and the International Organization for Migration, PLURAL+ provides a platform for young people globally, ages 9 to 25, to share their personal experiences, views, questions and hopes regarding issues such as migration, cultural polarization and identity. Entrants are invited to submit video shorts (one to five minutes in length) to this competition and this year entries were submitted from more than 40 countries representing a range of topics including: the plight of youth refugees in Austria; the life of Roma girls in Slovenia; migrants' rights in Ecuador; and a child's vision for a more inclusive India. The winners of the 2010 PLURAL+ Youth Video Festival were announced on 12 November and were Aarohi Mahesh Mehendale (Ages 9-12) of India, Martina Hudorovic (Ages 13-17) of Slovenia, and Sebastian Kraner (Ages 18-25) of Austria. To see the winning videos and learn more about this competition, visit the PLURAL+ [website](#).



PLURAL+ Team & Award Winners, © United Nations Alliance of Civilizations

The 12 Days of JISC Digital Media Christmas

The busy team at JISC Digital Media in the UK have launched a light-hearted and seasonal series of videos each containing a separate tip to help viewers improve the quality of their digital video. Each weekday from 7 December onwards, the team are posting a new 'how-to' tip – posting 12 videos over 12 days and completing the Christmas series on Wednesday the 22nd of December. Visit their [website](#) to see how they are getting along.



First episode of 12 Days of JISC Digital Media Christmas, ©JISC Digital Media

Virtual Training Gets Real!



Computerised training systems are getting an extra dose of reality, thanks to an EU-funded research project called ImREAL

involving Leeds University as the coordinator, together with Trinity College Dublin, Ireland; University of Technology, Graz, Austria; Friederich-Alexander Universitaet Erlangen Neurenberg, Germany; Technical University Delft, the Netherlands; imaginary srl, Italy and EmpowerTheUser Ltd, Ireland. This €4 million research project involves an interdisciplinary team of computer scientists, psychologists, business and social scientists, experts in adult learning and two SMEs who produce training software, from across Europe. Radically new intelligent technologies for learning will be developed by adopting latest advancements in Semantic Web, context modelling, and dialogic interaction. Technical implementation will be grounded in sound socio-pedagogical theories, such as 'activity' theory, andragogy, and self-regulated Learning. Find out more from the ImREAL [website](#).

Featured Articles

Media & Learning Conference proves to be a success

Over 230 people from 31 countries took part in the Media & Learning Conference held in Brussels on 25-26 November in the Flemish Ministry of Education. Participants included policy-makers, service providers, broadcasters and practitioners and the agenda included a rich mix of discussion opportunities, workshops and plenary presentations. Opened by Pascal Smet, Minister for Education and training in Flanders and addressed by Giorgos Zisimos, Member of the Cabinet to Commissioner Androulla Vassiliou, this opening session gave an immediate impression of how policy meets practice with the keynote presentation given by Paul Bittelberghs in describing a new media literacy platform for



Pascal Smet, Flemish Minister for Education and Training, during the Media & Learning Opening Plenary

Flemish students and the presentation by Özge Karaoglu, a teacher of small children in Turkey. More than 60 people took part in workshops given by previous MEDEA Award Winners and Finalists like the one given on creating participative video projects with young people led by Steven Ronsijn, Sint-Lievenscollege Ghent, Belgium and Sergio López Figueroa, Big Bang Lab, UK. Media-based resources aimed at the educational community were presented and discussed by Eveline Daems from Kennisnet, the Netherlands, Astrid Leeb and Thomas Lumplecker from Education Highway in Austria, David Blanchard from lesite.tv in France and many others. European SchoolNet initiatives were highlighted by Marc Durando and Caroline Kearney and included their work on gaming and the new ITEC Project which is examining the potential classroom of the future.



The conference team are currently updating the conference website with photos, videos, presentations and other materials. A full [report](#) on the conference was published on 13 December and news about Media

& Learning 2011 will be announced shortly.

French Ministry's plans to generalise the use of media in higher education

Anne Boyer from the French Ministry of Higher Education and Research provided a very interesting insight into how the ministry was realising a national strategy to generalise the use of media in education through thematic digital libraries during the recent Media & Learning Conference. In this article we summarise her presentation.

The French Ministry of Higher Education and Research works on the basis of its 2009 declared policy "100% digital for 100% of students" which implies a strong wish to support the development of e-learning and e-teaching amongst France's relatively independent 82 Universities and several engineering schools. It has two main focuses, the support of Universités Numériques Thématiques and a national pedagogical web-TV channel: Canal-U. The ministry works through its unit MINES which is a division dedicated to the development of digital universities by promoting innovative tools and sharable methodologies to develop ICT supported pedagogy and distant learning generalizing access and formation to e-education for the whole community of teachers and students.



A core part of the work of MINES is the promotion of Digital Thematic Universities (DTUs) which have been in operation since 2008. To date 7 thematic digital universities have been set up in the following disciplines; [Economics and Management](#), [Environment and](#)

[Sustainable Development](#), [Health Sciences](#), [Engineering Sciences](#), [Law and Political Sciences](#), [Sciences](#) and [Humanities](#).

These entities are in charge at the national level of a disciplinary field and are given responsibility to manage the coordinated development and the broad diffusion of thematic digital contents, to produce and disseminate contents of various nature: case studies, lessons, exercises, virtual practical works, additional materials to lessons, serious games, etc. in various formats: pdf, audio, video, interactive ..., to certify digital contents and to disseminate the digital contents of these DTUs via the DTUs' portals, the regional portal or the virtual desk of students.

Anne highlighted several aspects of these DTUs that are particularly promising, the fact that they are indexed using LOM and labelled in a scientific manner, the fact that many items show processes or actions that cannot be viewed in the traditional face-to-face scenario and the fact that the process used in the production of these contents allows for updating and adaptation so contributing to the overall sustainability of the DTUs.

The digital contents provided by the DTUs are proving very popular with students and have also led to several transversal workgroups for the academics involved which allows for the promotion of new pedagogical tools, standards to guarantee interoperability, and a support service for the legal questions that have arisen in relation to the creation and management of such digital libraries. The [digital universities portal](#) launched in December 2008 now supports about 30,000 sessions per month.

This web portal now supports more than 20,000 resources which include 6,700 videos, 9,000 lessons, 1,200 exercises and self-assessment. These resources are linked to 35 different disciplines. Furthermore the creation of this resource has given smaller universities access to a much broader selection of resources than they would have had in the past, a selection that is of high quality and scientifically pertinent due to its labelling by independent specialists of the field. In addition the impact of the collaborative production of common resources has been significant leading to the use of common tools and the dissemination of common standards.

Alongside the DTUs MINES is also supporting a national pedagogical web-TV channel for Higher Education called [Canal-U](#). This channel has more than 6,000 video resources all of which are LOM indexed and includes specific channels dedicated to themes which are edited and scientifically labelled by the DTUs.

Media Literacy in Education - a radical new approach based in the new digital culture

In his keynote presentation at Media & Learning this year, Paul Bottelberghs described the platform which he and his colleagues in



[Ambrosia's Table](#) have been building for Flemish students. In describing this platform, Paul put forward a set of radical ideas and concepts that raised a lot of discussion at the conference

and which challenge many more traditional views of media literacy. In this article we have provided a summary of this presentation.

Paul has been working closely with the CANON Cultural Unit of the Flemish Ministry of Education and Training and with the support of the Youth Department of the Socio-Cultural Work Agency and the VRT broadcasting company to create a digital learning environment that could be used to develop media literacy in education and the cultural sector, and which could also be used in teacher training courses. In constructing this environment, Paul and his colleagues chose for a radical new start based in the new digital culture which Paul argues is dramatically different from the previous, literary culture.



Paul Bottelberghs during his keynote presentation at Media & Learning

This new digital culture is dynamic, multi-dimensional and interactive rather than static, linear and passive. It addresses every part of our brain and appeals to all our forms of wisdom; in other words it starts out from multiple wisdoms instead of the purely rational wisdom of literary culture. Paul describes this new digital culture as being based on practice, bottom up and one which begins from a position of openness, sharing and networking. It is a culture which fundamentally changes our views on the acquisition and sharing of knowledge, or in other words on upbringing and education.

The media literacy platform that has been built based on this approach starts from practice which means working on media literacy in schools and communities to create pupils who are able to live not only in a virtual world but also in their communities and schools. The plan is to train people who are multimedia-literate because they live



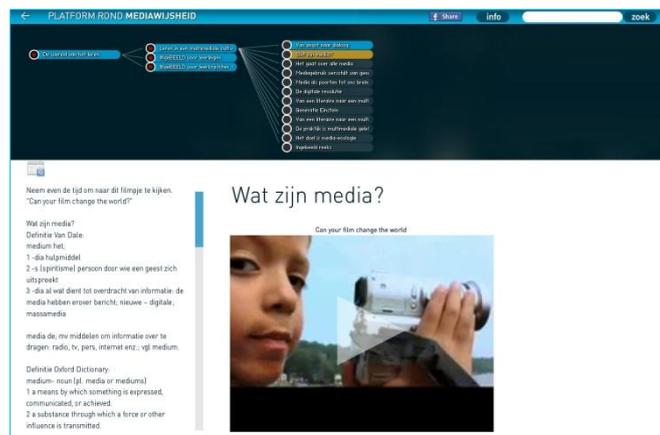
in a multimedia culture, in other words they should be able to use the tools and skills they acquire in their daily lives. And these daily lives are lived primarily in the neighbourhood or community in which one lives.

The platform is not a static website with a linear stock of information but rather a dynamic platform to which third parties can also upload content; and it is a multidimensional platform consisting of several mutually-related worlds so that the same information can be viewed from several angles. In other words, the form of the platform reflects its content. It is based on the international consensus that media literacy consists of several levels.

The first level is the ability to express yourself using the media of your choice. In a literary culture it is absolutely necessary to be able to read and write. In the present multimedia culture it is necessary to be able to use the current media to say what you think or feel.

The second level of media wisdom involves handling media in a critical and conscious way. In the classic literary culture, children learn their

native tongue at home and in the streets. When they go to school this intuitive knowledge is made discursive: they learn that there are such things as vocabulary and grammar, and later that you can do more with language than just the shopping, that there are also such things as poetry and literature and, at an even later stage something called linguistics. The same thing applies to multimedia. Children are the native speakers of the digital culture. They have learned the multimedia language on the virtual street of the web. But it is important that they truly learn every aspect of this language, which they have acquired intuitively, and learn to reflect on it critically.



The third level of media wisdom is media ecology. This is the insight that media are not only a means of communication between people, but that they are also doorways to our brain. Each medium addresses specific parts of our brain. By using a particular medium we open certain parts of our brain and close others. For instance, our writing - based on the Greek alphabet, which goes back to Sumerian cuneiform script - opens the rational, pragmatic parts of our brain because it was developed specifically for trade and administration. By contrast, music, for example, awakens the emotional parts of our brain. The more we are aware of the relationship between media and our brain, the more ecologically we can deal with media: the better we can determine which medium we can best use to communicate a specific message to a specific public.



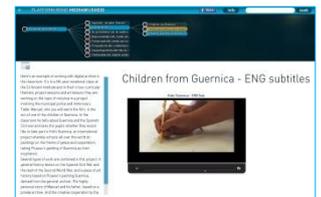
The fourth level is the one where we share the know-how and expertise we build up by practical work on media wisdom. The transition from a literary culture to a multimedia culture is huge. It is a genuine paradigm shift in the field of acquisition and sharing of knowledge. It has enormous implications for working with youngsters and for our education. After all, culture traditionally means that each generation stands on the shoulders of the one before, and that the younger generation learns from older generations. Of course this is fundamentally still the case: when it comes to knowledge, and when it's a matter of values and standards, it is of course still the case that adults in general and teachers in particular still know a great deal more and are a lot wiser than their pupils. But when it comes to the

language we use to communicate this wisdom this is paradoxically NOT the case. Youngsters are the native speakers of this new digital language, so they speak these new media languages much better than most parents and teachers.

The great challenge to education, and also to all those who work with youngsters, is the question of how we can translate the knowledge and wisdom we want to communicate into a language - or media languages - used by the children and adolescents we are addressing. At the moment a dividing line runs through the classroom: on one side are the teachers, who were educated entirely in the traditional literary tradition, and who think in a Newtonian manner, and on the other the class, a generation that has grown up as gamers, and who think in an Einsteinian manner. The fundamental challenge facing us if we want to develop media wisdom in education and youth culture is the need to bridge this gap. This is such a huge challenge that we can only meet it together. At the moment, no one has a monopoly on wisdom. We can only build up media wisdom together, by introducing examples of good practice and sharing them with each other.

For the full presentation visit this [site](#).

To see an example of Paul's work "Children from Guernica" (with English subtitles), visit [the platform on media literacy](#).



European University TV - increasingly used but still has a low priority

The European University TV Network (EUTV) recently held a meeting alongside the Media & Learning Conference, its second this year. The network so far consists of six universities, who want to develop cooperation, gain visibility and strengthen the universities' own TV production units.

According to EUTV coordinator, Ferdinando Cabrini, "the goal of EUTV is to disseminate knowledge and to increase the students' motivation in learning, participating in the knowledge process with media. Our goal is to spread scientific news, and to involve the public in matters related to science."

The EUTV started in Torino 2006, three years later the network became formalised. The different University TV units have many similarities, but can also learn a lot from each other. Despite the fact that many European universities in recent years increasingly emphasised their webcast and involvement of international sites like iTunes U, the university television units exist under constant threat of financial cuts.

At the meeting in Brussels EUTV decided on a new EU application next spring. They also discussed to



Member of EUTV, Deborah Arnold, speaking at Media & Learning 2010



invite more partners. "There are several interested University TV units and other associated organizations" according to Ferdinando.

If you want to know more about the EUTV please contact Ferdinando Cabrini at Extracampus TV, Università di Torino: ferdinando.cabrini@unito.it.

Tools of the Trade

Electronic whiteboards, getting cheaper and more multifunctional

This month, we turned our attention to electronic whiteboards and asked Mathy Vanbuel to give us an update on the latest developments taking place with electronic whiteboards these days.

Mathy Vanbuel: "At one end of the audiovisual spectrum, we find the production devices, cameras, microphones, editors etc. At the other end, and equally important in the quality chain of good media use, are the display devices... what is the point in creating wonderful media if the monitor on which to show them is not suitable. Increasingly just like the media itself, display devices are becoming interactive: touch sensitive interfaces are nowadays becoming standard features on mobile phones, the iPad sets the standard for the personal computing device of the future, the new Windows operating system supports



The iPad. © Apple Inc.

multitouch interfaces allowing direct manipulation with the content on screen. Something similar has been happening in our classrooms for quite a few years.

Few are the schools where no electronic or interactive whiteboards can be found nowadays, no matter at what level: primary, secondary or higher education, they can even be found in corporate training and in boardrooms. The dominant model is still a large interactive wall mount display that connects to a computer and projector, the projector projects the computer's desktop onto the board's surface, which acts as a giant screen. Users take control of the computer and the applications on it using a pen, finger or other pointing and writing device. The teachers and learners can control the PC, and use any software that is loaded onto the connected PC, including web browsers; they can capture notes, annotate them and in some cases transform handwritten notes to text.

Nowadays the interactive whiteboard seems to be developing in two directions: on the one hand, there is the development of more complex functionalities such as multi-touch and multi-user operation. For example the new SMART Board 885ix series offers real learner hands-on collaboration by allowing multi-user writing and multiple gestures. At the same



SMART Board 885ix interactive whiteboard, © SMART Technologies. All rights reserved.

time, current models are doing away with the pan, tilt and zoom camera that was used in the past to capture the interaction on the screen and are now using smaller and cheaper sensors to capture what is displayed and produced: these can be miniature edge-mounted digital cameras, mobile sensors that turn any wall into fully interactive whiteboards, or even do it yourself technologies such as the Wii Remote (see <http://www.ted.com/talks/view/id/245>) or the Microsoft Kinect game interface.



Demonstration Wii Remote hacks. © TED, (TEDTalks)

So - what aspects of electronic whiteboards should you be on the look-out for? Here are some questions to get you started.

Can you overlay drawing and writing over images displayed on the screen and record both at the same time? Does the projector throw disturbing shadows on the board? Can one operate the whiteboard with hands, fingers, pens? Do you need special pens or penholders? Is the aspect ratio suitable for interaction with the board (is it better to have an ultra-wide rather than a high board)? Can multiple learners work at the board at the same time?

Starting with a good idea of exactly how you want to use your electronic whiteboard will help you make sensible choices that really meet the needs of the learners with whom you are working.

MEDEA News

BBC News School Report the overall winner in the MEDEA Awards 2010

BBC's highly engaging project School Report which gives 11-14 year-old students in the UK the chance to make their own news reports for a real audience was a popular overall winner of this year's MEDEA Awards which took place on 25 November during the Media & Learning Conference.



Ros Smith (BBC) receiving the MEDEA Statuette from Kathy Lindkens (VRT)



BBC News School Report

Using lesson plans and materials from the BBC News School Report website, and with support from BBC staff, teachers help students develop their journalistic skills to become School Reporters.

BBC News School Report was also the winner of the Professional Production Award sponsored by AVID. The winner of the User-Generated Content Award sponsored by SMART was Et si



Et si c'était toi?



c'était toi?, submitted by the Lycée Technique du Centre in Luxembourg and represented by Laurence Streitz. This 4-minute film was produced by 17 to 18-year old students of the secondary school Lycée Technique du Centre in Luxembourg and deals with bullying and



Evolution of Life

domestic violence. The Adobe-sponsored European Collaboration Award went to Evolution of Life, a website created by LMU Munich in Germany and CNDP (Centre National de Documentation

Pédagogique) in France and represented by Yannick Mahé, offering original teaching materials about the evolution of life. A special prize was given to Pocket Anatomy, submitted by eMedia Interactive in Ireland and represented by Mark Campbell. Pocket Anatomy is a fully searchable interactive 3D-atlas of the human anatomy designed to run on a mobile device.



Pocket Anatomy

The other finalists for this year's awards were Bla Bla Bla e-democracy e minori by Civil Life Lab (Italy) represented by Adriana Sartore, Level 7 by Careersbox (UK) represented by James Lawrence and Nick Newman, Monkey Labs by Die Keure/Larian Studios (Belgium) represented by Swen Vincke and Vicky Vermeulen, Theorem of Fire by Nafta Films (Estonia) represented by Esko Rips and The Classroom by Cornerhouse (UK) represented by Rachel Hayward.

The closing date for receipt of entries for the MEDEA Awards 2011 is 16 September 2011.

MEDEA2020 project gets off the ground

The first meeting of the new MEDEA2020 consortium took place on 27 November in Brussels. MEDEA2020 is a dissemination and exploitation project funded under the European Commission's Lifelong Learning Programme to build on and further exploit the work of the MEDEA Awards. It will do this by expanding the reach of these awards to include Italian, Spanish and Polish speaking practitioners and the organisation of workshops in educational media production in France, Italy, Spain, Poland and Ireland. In the framework of this project, the publication of this newsletter will change in 2011 to include multilingual versions of the newsletter every other month and a new media in learning community of practice will be launched early in 2011. You can keep up to date with developments in the MEDEA2020 project through this newsletter.



The MEDEA2020 partners during the meeting in Brussels

Related Award Schemes and Events

Learning on Screen Awards open for entries in the UK

The Learning on Screen Awards celebrate and reward excellence in the use of moving image and related media in learning, teaching and research in the UK. All shortlisted entries will be showcased at the Learning on Screen Awards ceremony at the BFI Southbank on Thursday 24 March 2011 in front of industry professionals and members of the education sector.



These awards are organised by the British Universities Film & Video Council. Deadline for entries is Monday 20 December 2010. More information is available from the Learning on Screen [website](#).

BaKaFORUM organising Crossover Lab

CROSSOVER [Crossover Lab](#) is a workshop for creative professionals from diverse disciplines – including film and TV production, animation, games, theatre, web design and new media – to explore the creative and the commercial challenges of a rapidly changing media landscape and to create new interdisciplinary ideas and collaborations for projects. For this intensive one-day Masterclass with Frank Boyd and Mark Atkin, the organisers of BaKaFORUM invite you to send your CV by December 20, 2010 to info@bakaforum.net – Note: The workshop will be limited to 20 participants! More information about BaKaFORUM, visit the BaKaFORUM [website](#).

DIVERSE Calls for Papers

The 11th DIVERSE conference will take place 28-30 June in Dublin City University, Ireland and is aimed at academics, teachers, technologists and students interested in discussing effective uses of visual media in education. The call for papers is now open and papers are invited that address the conference themes Creativity, Visual Literacy with New Media, Social Media in a Changing World, Digital Video – Projects and Cases, or Making the eHealth connection – innovative uses of Technology in Health. If you wish to submit a proposal, fill in the [online form](#) before 15 January 2011. Registration to the conference is open [online](#).



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