

Media & Learning News

Future of Education conference in Florence



The second edition of an international conference on the [Future of Education](#) took place in Florence on 7-8 June. Innovative methods of teaching and learning, new technologies and education, arts education and gender equality in education were just some of the topics which you could follow during this event which included more than 200 presentations and attracted an audience of about 250 people from 54 countries. One of the highlights was the opening speech given by Stanislav Rangelov, European Educational Agency (EACEA) that highlighted the situation where a high rate of school dropout still exists. All contributions are accessible on the conference website.

Adobe Captivate 6

The release of the long-awaited [Adobe Captivate 6](#), on 15 June, has been generating considerable enthusiasm on the web: hundreds of posts and tweets and dozens of articles have been written announcing the release, describing new characteristics or simply commenting on users' first experiences with the latest versions of this software. This recent release has a number of new features including new PowerPoint workflows, animations, themes and abilities. The innovative HTML5 output, side by side with the Flash output, provides users with the possibility of publishing material using a variety of methods to various mobile devices.



Have your say on how ICT can help make lifelong learning a reality



A Europe-wide consultation into the most relevant change factors and how they affect lifelong learning is being spear-headed by VISIR, a European initiative bringing together networks representing learners and learning providers. This initiative aims to develop a shared vision about how ICT may help in making lifelong learning a reality. While the instigators agree that this is not the first time that such a consultation has been launched, they believe that the strength of this one is that it is based on real-life scenarios and insights and is one that takes a bottom-up approach, involving relevant stakeholders in the field of learning and ICT. Take part in the consultation [here](#).

Simply Music Irish Workshop at the National Concert Hall (NCH), August 2012

With four weeks to go, Paul Maher, the founder of [Simply Music](#) in Ireland is very happy to report that bookings for the upcoming Irish workshop in August at the NCH are going very well. This week-long training programme for primary teachers will focus on how music performance can be used in the classroom environment using both traditional and technology-based methods. It is one of a series of workshops organised by Simply Music which includes workshop sessions aimed at pupils to suit the school timetable, with numerous class groups (junior infants to 6th class). Simply Music, which was recognised as a [Highly Commended entry](#) in the MEDEA Awards 2011, incorporates



current and emerging technologies including Garageband, ProTools and Paul's own bespoke software to support participant learning.

OER Congress

Nearly 500 educational experts and representatives from government, NGOs and the private sector gathered at UNESCO Headquarters on 20-22 June for the first-ever [World Congress for Open Educational Resources](#) (OER). This major international conference aimed to promote and share best practices in OER. These are teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution. This congress released the 2012 Paris OER Declaration on 22 June which calls on Governments to openly license publicly funded educational materials.



Featured Articles

How do you imagine Europe in 2111?

By Joasia van Kooten, ATiT, Belgium

A highly engaging seminar about the [Europa 2111 project](#) entitled "VIDEOREC your future" was organised on June 12 in cooperation with the Brussels Film Festival and with the support of the



European Commission. During this seminar, the project team presented the outcomes of their first year of work on the project.



Joasia Van Kooten

Europa 2111 is based on a very philosophical and challenging set of questions: How do you imagine Europe in 2111? How will Europe look? Will we be overwhelmed with technology and not use our legs anymore to walk? Will racism be banned? Will we have more immigrants than original inhabitants?

The project does not look for answers to these questions, it simply uses them as a tool to study the changing perception of European identity at various socio-geographical levels.

In order to do this, students are given video cameras or other recording devices, such as mobile phones, to interview people in their community asking them how they think Europe will change in the coming 100 years. The result is a set of short social documentaries most of which are now available on [YouTube](#).

A few examples and 'making-ofs' or 'behind-the-scenes' were shown during the seminar and illustrated the interesting mix of approaches being taken by the team as well as the variety of target groups addressed. Almost every partner worked with a different kind of group: from groups of euro-sceptic high school children in the UK, to university history students and kindergarten teachers in Germany to socio-critical cinema-students in Italy. The approach also differed a lot from partner to partner, there are videos with a low-tech approach (e.g. smartphone recordings) as well as material with a more high-tech approach (professional material). Roberto Constantini from Casa delle Culture and filmmaker explains: "We use the audio-visual process to learn, all with different targets and techniques. The camera is a tool, like a hammer, to use in your context and to use it for what you want to teach."

The project did not aim to shoot subjective documentaries, it rather chose an ethnographic approach to filming. The idea is that learners will use



social documentary as a reflective tool - as opposed to a "media product" that necessarily adopts existing institutional conventions - in order to directly reflect and comment upon their perceptions of their identities as more or less

individual, local, national, European and global. Each partner in the project carries on a training activity with its target group according to purposely conceived modules - following the steps of video-documentary production envisaged in the methodology: plan, capture, edit, share, review and learn.

This project is a clear example of a successful informal learning strategy, the students have fun making their own videos but in fact the process of making the documentaries teaches them a lot about critical media literacy, cultural and social awareness, sense of initiative, sense of entrepreneurship and teamwork.

Europa 2111 has finished its testing phase or better its "production phase", and now the remaining half year will be used to review the various outcomes to identify features which can be used to develop a common pedagogical tool as an important transferable output within the EU educational context. The videos of Europa 2111 will not remain invisible as each partner has identified 2 to 3 videos developed during the testing phase to be presented at the Doclisboa Festival in Lisbon (19-20 October 2012), where they will be introduced by the "producers" themselves. A so-called cascade seminar will also be held during the event to share the experiences gained during the testing process.

Europa 2111 partner Julian McDouglas from Newman University College in the UK, reassured all seminar participants by concluding: "When you see the final videos, despite the differences in the techniques and competences of the participants, they all meet the key objectives we were looking for in the project."

You can find out more about the Europa 2111 project during the [Media and Learning Conference](#) in November 2012.

MILID Week In Barcelona highlights the importance of Media Literacy

By Ine Vos, CANON Cultuurcel, Belgium

There was a lively atmosphere from 23-25 May at the Universitat Autònoma de Barcelona (UAB) in Spain where more than 250 professionals from all over the world took part in the [MILID Week](#) (Media and Information Literacy and International Dialogue), supported by UNESCO. It was clear from all the presentations, debates and discussions that took place that everyone involved including the organisational team, headed by Jose Manuel Pérez Tornero, carries media literacy in their hearts and have done already for many years. Even though concepts and working definitions differ from country to country, this event made it clear that there is



Ine Vos

definitely a common ground for and a huge commitment to media literacy, coming from a profound belief in the power of (new) media



in building stronger citizens and communities.

The world we live in is a complex, yet beautiful place. Frameworks of reference, norms and values differ throughout the world, and it's promising to see that discussion platforms like MILID Week exist which support discussions about such differences. For example, not only did Aristotle put his stamp on history, so too did Confucius and Sakyamuni, even though the insights of these wise men are not widely known in different parts of the world.

The dialogues that took place during the MILID Week were definitely intercultural, given the fact that all corners of the world were represented. Listening to presentations by Egyptian, Canadian, Japanese, Brazilian, Chinese, and colleagues from many other countries was really an eye opener from a European perspective. From male fashion magazines to video games, from online teaching tools and youth journalism to the analysis of children's drawings about war and love, it was all covered, and each presentation threw a different light on the matter.



Teachers are an important group of change facilitators in all this. As Alfonso Gutiérrez (University of Valladolid, Spain) said, the teacher as an educator, the educator as a person, the person as a teacher: there are three sides to a triangle. And all these three levels need training. Fortunately, there are many initiatives in various countries to support the professionalisation of teachers, and several of them were presented during the MILID Week.

One of them is the [Multimedia Teaching Resource Tool](#), which was developed in Sweden. This online tool with different modules and tutorials per module can help teachers to manage media literacy. All of the teaching resources are developed in direct cooperation with teachers. This attention to grass roots development could be seen as one of the red threads throughout the MILID Week: the participants were convinced that changes need widespread support, and this can only be achieved by a close connection to the basic level where things happen, by working bottom-up, etc.

It was a wonderful opportunity to present the [MEDEA Awards](#) there, especially because the 'spirit' behind the awards, bringing out excellence in the use of media in learning, is something that was shared by all who were present at the MILID Week. Several opportunities for collaboration arose, and I'm looking forward to seeing concrete results of the contacts I've made. Maybe we will see some of them at the MEDEA Awards Prizegiving Ceremony at the [Media and Learning Conference](#) in Brussels this autumn?

Google Art Project

By Theo Kuechel, Learning Technology Research, United Kingdom

The potential of the Internet and the Web for learning has never really been disputed. In its early days, now often referred to as *Web 1.0*; the Web was used primarily as an electronic encyclopaedia, a repository of knowledge, a way of providing immediate 'online access' to information. Technical structures and the prevailing pedagogical culture at the time meant it was a fixed, one-way transmissive gateway where you searched for information. It was an



Theo Kuechel

online version of the educational CDs prevalent at the time.

Things began to change around 2004 as the web started to evolve into something much closer to Sir Tim Berners Lee's [vision](#):

"Web 1.0 was all about connecting people. It was an interactive space, and I think Web 2.0 is of course a piece of jargon, nobody even knows what it means. If Web 2.0 for you is blogs and wikis, then that is people to people. But that was what the Web was supposed to be all along" Tim Berners Lee

Google Earth was released; the term [Web 2.0](#) was coined, whilst blogs, wikis and YouTube began to change how we engaged with the Web. Tools such as *Street View*, (technology used in the [Google Art Project](#)), and *Sketchup* began to offer glimpses of how online resources would evolve into globally connected learning resources.

Such innovative websites and platforms fulfil much more than simply providing content to support learning. By combining partnerships of expertise and culture and technology as well as collaborative knowledge building tools, they allow us to establish real and dynamic communities of practice.

One of the most remarkable of these is the [Google Art Project](#), a multi-lingual interactive online platform that provides high-resolution images of famous, and not so famous, works of art shared by Google's partner museums around the world. Launched towards the end of 2011, it has recently been updated, (April 2012), with more museums joining the project (*Currently, 151*), and displaying over 32,000 artworks.



Anyone with a broadband connection can move seamlessly between museums around the world, and view the artworks in stunning detail, zooming in by up to 9x in order to analyse Cezanne's brushstrokes or examine the intricate detail of a Dutch Master.



The platform enables users to create their own [Galleries](#) by choosing works to add to their personal collection on the site. There are already well over 4000 of these galleries, and whilst some simply focus on the user's favourite works or artists, (Van Gogh is ubiquitous!), others explore themes such as the [Hindu Artwork](#) or [Mathematics and Art](#).

As Dr. Steven Zucker and Dr. Beth Harris point out in their [post](#) on the project it is also a very valuable tool for research and study that would be quite difficult to undertake otherwise:

"Imagine a student studying Édouard Manet's 1863 painting, Olympia, in Janson's History of Art textbook. The book mentions Titian's Venus of Urbino as an important source for Manet, but doesn't reproduce this older, Renaissance painting....."

...In contrast, the Google Art Project allows visitors to create and share a gallery where these paintings can be viewed side by side; it also includes links to their respective museum collections"

This clearly highlights how the online access can provide an alternative, meaningful experience that is of equal value to, or enhances a real gallery visit.

The [Education](#) section hosts activities and information specifically aimed at children including videos, study resources and 'Look like an Expert' which helps children develop their analytical and critical skills. There is also some excellent video content using [YouTube videos](#) developed by (the previously mentioned), Steven and Beth from the [Smarthistory](#) project which is now integrated with the Khan Academy.

Of course it is important to recognise that the project contains only a tiny fraction of the world's artwork and there are areas that could be improved. For example if user galleries included comments and discussion this would add tremendously to their value; (you can do this in a workaround way by sharing your gallery to Google +). Copyright, is of course a key issue, as it [restricts](#) what can be done with the resource, the more open it can be for educational use the better. Creative Commons licences would be ideal.

To summarise, the [Google Art Project](#) is likely to be the forerunner of many more global and cultural learning opportunities. It serves as a model for educational resources on any subject. Indeed, as I write, the [Google Endangered Languages](#) project has just been launched. It is really up to us now to engage with these platforms, and make the case for more, one of the best ways to do this is to make sure this, and similar resources are available in every home, school and college.

Resources of the Month

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

- [Wolfram Education Portal](#) is a project providing teachers and students with free dynamic interactive course materials on Maths that allow multiple information forms as well as real time manipulation. 
- [Teach your Monster to Read](#) is a free game to practise the first steps of reading by following the teaching sequence of the Letters and Sounds programme. It is intended to be used by teachers and parents as a reading-related teaching tool for children of between 3 and 8 years of age. 
- [aPlanET Teacher Guide](#) is a theoretical and practical introduction to help educators develop their understanding of shared knowledge and learn how to build their own professional personal learning networks through social networks and tools available today. 
- [Alberoventi](#) is a multilingual social networking platform offering a variety of different experimentations and services through protected autonomous platforms where members can get into action in groups and interact with each other in 

order to achieve goals, thus developing both the tools to use and their own knowledge on the selected topic.

- [Meet Me @ The Corner](#) is a dynamic interactive website that contains over 120 educational video podcasts for kids, organised in categories, rated and connected to additional educational contents, links and recommended books on the same topic of each video.



MEDEA News

MEDEA Awards presentation at EdTech 2012



Philip Penny from IADT, a partner on the MEDEA2020 project gave a poster presentation about the MEDEA Awards and associated activities at EdTech2012 held this year at NUI, Maynooth from May 31 – June 1. EdTech is a national conference about the use of technology in education organised annually under the umbrella of the [Irish Learning Technology Association](#). This year the theme of 'Digital Literacies for Life' drew practitioners, researchers and policy makers interested in the development and deployment of digital skills, competencies and literacies required for education in the 21st century from all over Ireland and further afield.

Panel discussion on the role and impact of images in e-learning for Media & Learning Conference

Images occupy a middle ground between words and film. They are as authoritative and monumental as the former and as appealing and flexible as the latter. They are essentially contemporary. And they most closely reflect and embody the evolution in technology that has led to the recent revolution in didactics. Images belong to e-learning. The challenge now is to design a theoretical framework for image creation and use in open source higher education. During the [Media & Learning Conference](#) in November, Federica, the open-source Web Learning environment at the [University of Naples Federico II](#) will be leading a panel discussion to address critical issues like aesthetics, rationale and effectiveness of using images, taxonomy and classification, search criteria and metadata as well as questions of copyright.



First MEDEAnet Webinar takes place on gaming

The first in a series of webinars on media and learning related topics was organised on 25 June. 27 participants from 8 different European countries took part in this one hour webinar. In his presentation Steven Ronsijn (Sint-Lievenscollege in Ghent, Belgium) described his integration of the game Third World Farmer in his geography classes and outlined what he considers to be the 4 most important factors when it comes to the success of game-based learning. Jolanta Galecka (Young Digital Planet, Poland) showed several interesting games and the evolution YDP has undergone in the design process based on feedback provided by children playing the games. Read more on the [MEDEAnet website](#).



Related Awards Schemes & Events

7th International Youth Media Summit in Serbia



This summit will be held on 1-12 August 2012. At the summit, young people from around the world gather to use the latest in media technologies to shed light on the darkest parts of human existence. By working together with passion and conviction, the summit delegates aim to unleash energetic waves of hope and possibility that crash through borders long after the summit's closing ceremony. Find out more from the summit [website](#).

International media contest aimed at medical sector

[VIDEOMED](#) is an international contest of medical cinema, health and telemedicine with a particular focus on new media and their influence on medicine. The deadline to participate in this year's edition of the contest is 15 September, information about [terms](#) and [prizes](#) is available on the website. VIDEOMED was born in Spain in 1985 and the contest is today in its XVIII edition. The collection of past editions' videos forms a large [mediateque](#) of explanative recordings to be used as educational resources by the health scientific community. Videos can be seen in streaming but it's also possible to get in touch with the VIDEOMED Secretariat to have a copy of the works.



International Media Education Conference in Russia

An international event entitled "Current Situation in Media Education in Russia in the Context of World Tendencies" will take place in Taganrog, 7-8 Sept. 2012. The conference will cover the following themes and key issues: the history of media education development, current trends in the development of professional media education, stimulating massive media education in schools and higher educational institutions, the sociology of media education and the theory and philosophy of media. The conference working languages are Russian and English. Find out [more](#).

Media Education Summit in September in Bournemouth, UK

This national summit being held on 11-12 September in Bournemouth will provide valuable insights into the opportunities and challenges facing media education both now and in the future. The summit builds on four previous successful meetings, each of which attracted over 150 delegates from 65 Higher Education Institutions. Read more on the summit [website](#).



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