

Media & Learning News

REC:all webinar and workshop



The fourth REC:all webinar took place on 6 November and featured Daniel Tan, Director of the [Centre for Excellence in Learning and Teaching \(CELT\)](#) who spoke about innovations in lecture capture in Singapore. A recording of this webinar will be available shortly on the [project website](#). The REC:all team will organise a [workshop](#) on Lecture Capture in Heverlee (Belgium) on 13 November, as a pre-conference event for [Media & Learning 2012](#). This workshop will focus on current best practices and future developments. Speakers will include Daniel Tan, Roman Verraest, KU Leuven, Belgium and Carlos Turró-Ribalta, Universitat Politècnica de Valencia, Spain.

Wanted: videos

[Benchmark Media](#) is seeking videos to distribute to schools in the U.S., particularly on topics in Biology, Physics, Chemistry, World Geography, and World History. Benchmark is a leading producer/distributor of school videos in the United States, as well as globally. They will re-narrate in English, as well as re-edit to conform to U.S. curriculum standards and to achieve maximum sales. Visit [their website](#) for more information.

Curriculum and Teacher Training in Media Literacy

[Grupo Comunicar Ediciones](#), a non-profit professional group specialised in the field of media education and founded in 1988 in Spain, published in October the new issue of its scientific research journal *Comunicar*. The issue, concentrating on ["Curriculum and Teacher Training in Media Literacy"](#), contains 20 papers from all over the world that develop various aspects of media literacy with a focus on online tools and resources. Dr. José Manuel Pérez-Tornero, guest editor of this issue of the journal, will present the EMEDUS study on European media literacy education at the [Media & Learning Conference 2012](#) on 14-15 November. [Comunicar](#) is available as a resource in the Media & Learning [community of practice](#) database.



Social Media in Learning and Education



Social Media in Learning & Education

The Social Media in Learning and Education ([SMILE](#)) project managed by [European Schoolnet](#) (EUN) is investigating challenges and opportunities associated with the influence of social media on children's education. Launched in April 2012, this year-long project focuses on the experimentation of new learning scenarios, in an effort to prove that active use of social media in class can improve teachers' and pupils' ability to address online safety incidents such as bullying. A final report which will include all research findings will be published in March 2013. However, some case studies on social media in learning and education and research findings are already [published](#).

Creative Media Days

Creative Media Days is an initiative of iMinds in Belgium and is a series of conferences and workshops taking place from 6 to 16 November in Ghent and



Brussels, Belgium. Through a variety of workshops, conferences and social events the aim of the Creative Media Days is to offer information, inspiration and networking opportunities for entrepreneurs, researchers, designers, creators, policy makers, investors and other busy bees from the creative and media sector. Find out more from the Creative Media Days [website](#).

Featured Articles

Flipping Learning Upside Down

By Anton Bollen, TechSmith, USA

The 'flipped classroom' (also referred to as inverted classroom, upside down teaching and blended learning) is gaining momentum globally as a way to put students back at the center of learning and improve education. The model allows students to better develop critical thinking skills and several benefits are being reported as a result of the flipped model of instruction— for both students and teachers.



Anton Bollen

So what is the flipped model? In a nutshell, it is a reversed teaching model that delivers instruction at home through interactive, teacher-created content and brings traditional 'homework' back to the classroom. Moving lectures and the delivery of information out of the classroom allows teachers to spend more one-on-one time with each student during class hours. Students then have the opportunity to ask questions and work through problems with the guidance of their teachers and the support of their peers, creating a more interactive and collaborative learning environment.

What issues does the Flipped Model help address?

Each generation is different from the last. The current generation of students tends to be very comfortable with technology and have grown up with mobile phones, smart phones, computers and other technology at their fingertips. As this is also their most common form of communication and entertainment, how can learning be integrated in a way to better engage students, improve grades and reach more students where they need help?

Many educators who have flipped their classes have done so by creating interactive video lessons to assign as homework. Students then watch these lessons on their smart phones, tablets, laptops and other devices outside of the classroom. With the new found free time in class as a result of the lectures being assigned as homework, students can learn through group projects and interactive activities rather than individual assignments.

Further, the flipped model has also been found to allow teachers more time to help students individually which helps to form a stronger relationship between teachers and students. It further incorporates technology to help students develop technology skills, take more ownership of their own education and provides them with the ability to learn at their own pace.

Who is using the Flipped Model and what results have they seen so far?

TechSmith works with educators all over the globe to help them integrate technology into their classrooms and I would like to highlight two examples:

1) Woodland Park, Colorado

In 2004, Jonathan Bergmann and Aaron Sams started teaching chemistry at Woodland Park High School in Colorado, USA. To make lives easier, Jon and Aaron started planning their chemistry lessons together and dividing up the work. What they quickly realized was that many students missed a

lot of school due to sports and other activities and often struggled to stay caught up. Then their world changed. While thumbing through a technology magazine, they learned about a software program called Camtasia Studio that would record their computer screen and their voices as they annotated the content and turned it into a video. Realizing this might be a way for students to avoid missing lessons, they began recording their lessons and posting them online for students to access outside of the classroom. This transformed their teaching practice and both say they could never go back to teaching in the traditional manner.

Jonathan and Aaron have had so much success with the flipped model that they have recently created the [Flipped Learning Network](#) with the mission of providing educators with the knowledge, skills and resources to successfully implement flipped learning.

2) Clintondale High School, Michigan

Clintondale High School is a financially challenged school just outside of Detroit, Mich., in an urban area that has been hit hard by the economy. The school is facing many challenges and Clintondale's failure rates were growing each year.



In an attempt to make sure that his students get the best education possible, Principal Greg Green decided to flip the entire high school. After getting his staff on board and trained on how to create videos using TechSmith's

Camtasia Studio, Clintondale slowly rolled out the flipped model in stages and evaluated the changes they saw. In the first pilot of the flipped model, Clintondale saw a reduction in their 9th grade failure rates by 33% in ONE year.

Clintondale's success has now inspired and influenced other schools to give flipping a try. You can learn more about Clintondale's story by visiting their website: www.flippedhighschool.com

Should you consider the Flipped Model?

While the flipped model is great for some, it is not perfect for all. Below are several resources that offer advice and tips on how to flip and what barriers to expect.

- [TechSmith – Trends in K-12](#)
- [How NOT to start a Flipped Class](#)
- [Flipped Learning Network & Resources](#)
- [TechSmith products in Education](#)

There are still many lessons to be learned about the Flipped Model – we are just at the beginning. I will be further elaborating on the topic during my plenary presentation at the Media & Learning Conference. There will also be a discussion session on the topic of the Flipped Classroom featuring examples from schools, universities and the training context. I hope to see you there.

Charting the Status of Media and Learning in Europe

By Ine Vos, CANON Cultuurcel, Belgium

Part of the job of building a successful network is to become as familiar as possible with the context in which this network will operate. This familiarisation process is at the heart of a series of reports on the status of

media and learning in Europe which are being written and published by the 8 partners in [MEDEAnet](#), a 3-year network project funded under [KA3 of the Lifelong Learning Programme](#), running from January 2012 to December 2014. MEDEAnet aims to promote media-based learning to organisations and practitioners through local training and networking events, online resources and knowledge sharing. One of the core knowledge-sharing actions of the consortium is to research and publish an annual report on the status of media and learning in each partner country. For MEDEAnet this means describing the situation at a national level in Estonia, Greece, Bulgaria and Romania. For the three remaining countries with a federal structure, Germany, Belgium and Austria the focus has been on the relevant regions, Baden-Württemberg, Flanders and Upper Austria although in Baden-Württemberg and Upper Austria some information is also provided about the federal status.



Ine Vos

The first edition of this report is being published during the Media & Learning Conference and contains the results of the first round of research which focused on the status of policies related to media literacy and media education in each country or region. The main objective of the report is to provide basic information as well as narrative descriptions of trends, developments and good practices. It addresses the extent to which media is generally used to support learning at all levels of education from kindergarten to adult education and describes key players, initiatives, policy frameworks, organisations and courses.

Main conclusions

In general, it is worth stating that the definitions used are very diverse, and that this diversity in meaning and contexts needs to be taken into account when discussing media literacy and media education. More specifically, it was clear that dealing with media literacy and media education is not the responsibility or competence of one ministry or organisation, but it is a shared responsibility for several stakeholders. Depending on the point of view (schools, parents, ministries of education, broadcasting companies, producers of educational material, youth), there is a different understanding of media and learning.

On the one hand, this is positive, since it also means that there is an openness to give it a personal meaning, but on the other hand, in terms of budgets spent on media literacy, and taking up responsibilities, it can complicate matters.

Secondly, we noted a lack of specific targets and measurable indicators in this area. In general, when it comes to the educational domain, there is an increasing need to express the issue in numbers, tables, percentages, etc., but unfortunately it is not easy to define specific indicators to measure the 'level' of media literacy in different European countries although a number of promising efforts in this area are being made.

Lecture capture success at UCL

Dr Clive Young, E-Learning Environments, University College London, UK

This article is part of our dedicated series on lecture capture. It is provided by the Lifelong Learning project REC:all, which aims to explore new ways in which lecture capture can become more pedagogically valuable and engaging, and which is investigating a variety of learning design, technical and legal issues related to lecture capture. In this fourth part of the series project partner



Dr Clive Young, E-Learning Environments, University College London describes how.

Over the last four years University College London (UCL) has achieved a remarkably successful rollout of 'Lecturecast', an automated system for recording lectures. [Lecturecast](#) is the internal service name for the UCL installation of [Echo360](#). The initiative developed rapidly from a small pilot to a mainstream service, driven by demand both from students and academic colleagues. The Echo360 boxes have been installed in 39 of UCL's centrally bookable teaching spaces with another 20 available in departmental areas. The response has been extraordinary with an estimated 8-10.000 hours of recorded material currently on the system. In the last academic year UCL had almost 250.000 views of content. The heaviest user is the medical school, accounting for over 30% of all views, followed by the division of bioscience and department of economics with 18% and 13% respectively.

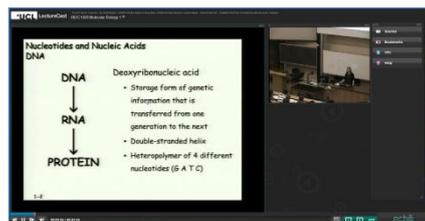


Clive Young

Much of the motivation for the growth has been the initial demand and subsequent very positive response from students. This was first identified during a student survey in the pilot stage;

- "Because I am an international student and sometimes I could not hear and understand clearly. Also since the lectures given by my lecturer are fantastic! It will be great if we can listen to the lectures again for better understanding of the topics!"
- "I think it relates well to different styles of learning- a great many people find they retain information better if they are able to visualise a lecturer saying it, for example. If more material was available, there would be a more diverse range of revision options other than just textbooks and hastily written lecture notes."

As is typical of such systems Lecturecast captures all material that is sent to the room's projector from any connected device (e.g. PowerPoint slides from an attached laptop,



hand written notes or objects held under a visualiser); audio is captured from the room's microphone system via a lapel microphone and video

of the presentation area (i.e. the lecturer or presenter) is recorded via a small fixed position camera. All the lecturer needs to do is book a room where the system is installed, book a recording, turn up and make sure he/she uses the clip-on microphone. The recordings themselves are then released as streamed and downloadable versions through UCL's Moodle virtual learning environment (VLE). UCL believes the Lecturecast-Moodle link has contributed to the, now almost, universal uptake of the VLE across the university and 20-30 thousand 'hits' on Moodle per day. UCL is monitoring the patterns of student access to Lecturecast and notes peak viewing time is between 14:00 and 17:00 but access remains consistently high until 23:00.

Building on this success UCL is now expanding its desktop recording facility based on EchoCapture Personal. The software is available to any UCL academic staff member with an existing account on the Lecturecast service at UCL. The software allows a personal computer/laptop to be used as a recording device to capture anything that is happening on the computer screen along with an audio commentary and optionally a 'talking head'

recorded via a webcam. Once recordings have been uploaded to the Echo server they can, like recordings made in lecture capture equipped theatre spaces, be made available as streamed and downloadable versions. The availability of this service has fuelled interest in the idea of 'flipping', e.g. encouraging students to view pre-prepared video clips before seminars and tutorials in order to engage the students and stimulate discussion, and this academic year several of the academic colleagues are experimenting with the approach and trying to 'flip' some of their lectures.

The Teaching and Assessment of Collaboration Skills in the Classroom

By Mark Robinson, Education Strategy Group, Promethean

There is no doubt that modern networked technology has fundamentally, and perhaps forever, changed the way the human world works and how people connect with each other but the profound technological changes of recent years can arguably be said to have had only superficial impact on schooling.



Mark Robinson

There has not yet been the deep transformation in teaching and learning that fully reflects the scale and scope of the changes technology has wrought in the outside world. Today, we can travel the world from conference to conference exploring the potential impact of various aspects of each new wave of technology on teaching and lifelong learning; mobile computing, digital video, tablets, social networks, gaming, etc. but when going into many schools, you may find little has really changed and the technology doing little more than re-mastering the old content in a digital form. Children listen to the teacher, they do some practical activities, they fill in worksheets and they complete tests. At the end of it all they may get a grade in the subjects they have individually studied. At that point they are then thrown, perhaps somewhat ill prepared, into a hyper-connected, hyper-speed world and expected to be able to connect to a complex, multi-skilled global workforce ready and able to tackle problems of such complexity and challenge that they exceed the capabilities of any individual to solve. At that point everything they were previously engaged in outside of schools – negotiating their social network of friends, navigating multiple conversations in micro-messaging threads and striving towards mutual team success in online gaming, suddenly becomes 'how' they need to work with others.



But what makes an education system change the ways it does things? Until the measures we use to assess student performance change there is no real incentive to teach different things in different ways. The assessment so often defines the learning experience we give learners - but it looks like that may all be about to change.

The scale and speed of this digital revolution and the role a transformed education system will have in securing future economic success is making governments reconsider the measures by which student performance and the impact of education is judged. In 2015, PISA will present a new definition of an effective education system, for the first time recognising new metrics for our new times. Education will now need to demonstrate that it can

develop 21st Century student skills in Collaborative Working and Problem Solving as well as traditional subject knowledge.

So if this sets the goal for assessment of collaboration and problem solving, how will teaching need to change and what tools will be needed? We can surmise that at the earliest ages children will need to learn to connect with each other and tackle more things together. Ideas of competition and rivalry will need to be balanced with the recognition that for students to succeed in great efforts, they will require great skills of cooperation. Technology will also have a key role to play, as it is technology that is driving the transformation in the same way as the printed book and the steam engine fundamentally changed the worlds of literacy and industry before.

Can a flood of small personal screens achieve all we desire? Tablets and mobile phones, while personally engaging and ideal for the mobile learner seeking the ideal personalised experience, might also fuel a classroom dystopia where students are only virtually present while sitting in the same classroom, barely aware of their peers around them. Studies show that having a personal screen can reduce a person's awareness of what other people are saying and doing around them by over 70%, hardly ideal for a classroom wanting to foster collaboration.

Our research in [Promethean](#) is leading us to a new paradigm – large format multi-user interfaces, or interactive tables, where shared and personal spaces are used fluidly by co-located groups. Co-located learning maximizes, rather than diminishes non-verbal communication such as eye contact and gesture, both critical foundations of effective inter-personal communication and negotiation. These new ActivTables provide a unique collaborative



content canvas for students enabling them to use any combination of personal and shared areas and to use different role based tools all at the same time in order to complete tasks they negotiate their way through together. Underlying reporting

tools also reveal the contributions and activity levels of individual students and their patterns of cooperation and regulation, unlocking quick and effective formative assessment for collaborative learning. To bind it all together, new communication protocols connect the shared interactive table to other displays such as personal devices or wall sized interactive whiteboards, to build a system for collaboration that can dynamically scale from personal to whole group under teacher control.

In 1991 Mark Weiser of Xerox PARC described 'The Computer for the 21st Century', envisioning a matured computing technology concept called Ubiquitous Computing, where the computing power is hidden in a mainframe (which we may call the cloud today) and accessed on a range of devices or interfaces each suited to the users task or social collaboration need at that moment. Promethean believe we are arriving at the stage Mark Weiser described today. We can now see the whole gamut of personal devices, tables and wall displays all interacting and acting in concert in support of the activity and not limiting the potential of individuals to work together with others most effectively. [See](#) the Promethean ActivTable in action at John Adams Middle School.

There will be an ActivTable available for participants to try out in the Media & Learning Conference Play Area on 14-15 November.

Resources of the Month

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

- [The Case for Media Education in the Classroom](#) is the second MEDEAnet webinar that took place on 18 October 2012 (recording available at the link).
- [No Excuse List](#) links some of the best web resources for learning (including renowned universities): lessons, guides, tutorials in many different formats.
- [Knowmia](#) is a video lessons database containing more than 8000 lessons on a wide range of subjects from all sort of sources and with teachers' help to make each lessons properly tagged and easily searchable.
- [Living Library](#): an authoritative guide to the scientific web (libraries, portals, institutional websites), provided by Federica Web Learning Portal.
- [Teaching Copyright](#) curriculum is a detailed, customisable learning plan containing five lessons on various aspects of copyright law.



MEDEA News

MEDEA Finalists Announced

The 9 finalists for the 2012 Annual [MEDEA Awards](#) were announced on 22 October 2012. The finalists are (in alphabetical order): *All that Jazz* by Fundación Universidad Carlos III (Spain), *And the Oscar goes to ...* by the 5th Primary school of Alexandroupolis (Greece), *Flying Start* by the University of Leeds (UK), *Historiana - Your Portal to the Past* by EUROCLIO - European Association of History Educators (The Netherlands), *Il Girotondo del Tempo* by Hyperfilm srl (Italy), *Moving Image Techniques* by Christina dePian (Greece), *Quand la colère fait tomber les masques* by Université Paris 1 (France), *Schoolovision* by Yester Primary School (UK) and *SignMedia* by the University of Wolverhampton (UK).



The overall winners will be announced during the MEDEA Awards Ceremony which takes place on Wednesday 14th November during the Media & Learning Conference 2012 in Brussels.

Related Awards Schemes & Events

EC conference on media and film literacy

The EU Commission is organising the EU Conference "[Creative Europe – New Opportunities For Film And Media Literacy](#)", which will take place in Brussels on 16 November 2012. This conference will focus on different aspects, such as the impact of the current financial and economic crisis on media literacy initiatives and the Commission's proposal for the Creative Europe Programme and the state of play of the EU media literacy policy. The event will also include two dynamic workshops, respectively on European film literacy good practices and on improving the cooperative environment and networks for film and media literacy.

OER13

Bookings for [OER13](#), this year's edition of the annual conference on OER, opened on 3 October 2012 and will close on 25 February 2013. Having dealt in the past with OER content, design, communities, strategies, collaboration and innovation, [OER13](#) will try to answer the question as to whether it is possible to create a virtuous circle of open educational practice. This theme, with a focus on the impact of OER in higher education, will be explored with workshops, symposia, posters, refereed papers and demonstrations. OER13 will take place at the University of Nottingham (UK) on 26-27 March 2013.



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