Media & Learning News

December 2012 Issue

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European Observatory on Children's TV Forum

Paul Maher, Director of Simply Music, took part in the recent 3-day OETI Festival/Forum in Barcelona on behalf of the MEDEA Awards. During his presentation, Paul shared the MEDEA vision of recognition and rewarding excellent use of media to support learning. Paul presented all 4 winners from 2011 as well as Simply Music's "Highly Commended" contribution. In the same session, Eva Pujadas from Universitat Pompeu Fabra discussed the transformation of television, its context and its quality while voicing her concerns regarding the lack of quality of popular TV programmes. Carme Verdaguer from Crocodox, an initiative about educational TV documentaries made for and by children which is Highly Commended at the MEDEA Awards 2012, put forward her belief that children are very motivated and that they should be the protagonists.

The Peace Project

Aiming to create a global classroom experience, Jennifer Bevill launched an interdisciplinary curriculum development and exchange project in 2010 called Peace Project, which continues to connect a high school in Japan and Louisiana. This blended learning project focuses on peace education through global collaboration using a variety of ICT tools. Students work collaboratively to create digital media projects to communicate with the other school about specific topics. While developing 21st century skills and going through the curriculum, students increase their intercultural understanding and awareness of ethnic and cultural diversity.

282 people attend Media & Learning Conference

Practitioners and policy-makers from 41 different countries took part in the third Media & Learning Conference in Brussels on 14-15 November. The conference programme revolved around three main themes: mapping future trends and developments in media-enhanced learning in all sectors; boosting skills and competences in media production and use and re-use of media-enhanced content; and tracking the importance of media literacy and wisdom as fundamental building blocks in the creation of innovative, inclusive and future-proof education and training. Presentations, photos and video recordings are now available as well as a report about this year's event.

### Well-attended European Commission conference on Film and Media Literacy

The European Commission organised a very successful conference on 16 November entitled "Creative Europe – New Opportunities for Film and Media Literacy" in Brussels. This event brought together people from all over Europe to discuss the Commission's proposal for the Creative Europe Programme and the state of play of EU media literacy policy. The Creative Europe Programme will, for the first time in EU funding policy, include two explicit funding possibilities for film literacy and media literacy, one on media literacy in the cross-sectorial strand and one on film literacy in the MEDIA strand. To find out more about the new Creative Europe Programme, check out the Commission's website.

New publication available on teachers' use of social media networks

The idea behind the TeLLNet project is to study the eTwinning network through visualisation techniques, Social Network Analysis (SNA) and a number of complimentary methods. This network includes over 80,000 teachers. Coordinated by European SchoolNet, TeLLNet has recently published a useful handbook entitled Teacher Networks. It presents many of the final outcomes of the project and outlines the main challenges and opportunities for the development of teacher networks today. It also offers reflective tools and the means to build policies to support and enable teachers.
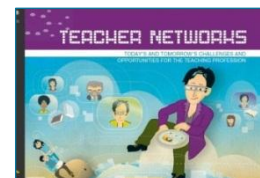
Featured Articles

Media literacy: key to coping in today's media and communications environment

By Brian O'Neill, Dublin Institute of Technology/EU Kids Online, Ireland

After something of a hiatus, media literacy is now firmly back on the European policy agenda. The adoption at Council level of the Creative Europe programme with its proposed €1.8 billion fund to support creative and cultural industries from 2014 on again places the creative and critical engagement with media at the forefront of stimulating Europe's recovery, leveraging its rich cultural heritage and ability to create new content in the years ahead. This is welcome news.

Brian O'Neill

Considerable investment, intellectually and financially, has been made over the last decade in promoting the cause of media literacy. Solid progress has been made in developing awarenss of the need to equip European citizens with skills and competences to navigate an ever-more complex media environment. Substantial work has been undertaken in developing indicators to guide and track progress in media literacy attainment. At the same time, public trust in media institutions has been severely shaken by a series of scandals in both the press and broadcasting, while internet adoption continues to be hampered by regulatory conflicts, public anxiety over its impact on children and its threat to copyright in the music and film industries.

What is interesting about current developments in media literacy is that it has succeeded in bringing together very different conversations among professionals and policy makers that to all appearances have been underway for some considerable time quite independently of one another.

Thus, while educationalists have long spoken of media literacy as a key competence in lifelong learning, and media education itself is a tradition with a long and distinguished history, technologists now have recognised the value of the technical skills in making

media just as child safety experts promote the importance of critical discrimination and self-reflexivity in the digital environment.

Following the most extensive survey of its kind ever undertaken in Europe, the EU Kids Online network proposed a series of policy recommendations

that diverged somewhat from the traditional online safety advice of protective and regulatory measures to control and monitor young people's internet experiences. Instead, the network prioritised empowerment strategies to which greater levels of media literacy are key, but which ultimately are intended so that young people are best placed to regulate their own behaviour once they have the requisite skills, knowledge and supports whether they are from home, school or industry.

Somewhat against the grain, this is to emphasise the concept of digital opportunities over and above the management of risks, on the basis that more and better opportunities for children and young people in the digital domain require and foster greater levels of skill. Our policy in the past has perhaps been a little too restrictive and too safe, Sonia Livingstone, Professor of Social Psychology at the London School of Economics and Director of the EU Kids Online project, argued at this year's Safer Internet Forum, held in Brussels in October.

Children in Europe, as our research shows, are already quite connected. Young people spend an average of 88 minutes per day online. They access the Internet in lots of different locations (home, school, in their own room, in a friend's house) and on different devices. The trend towards increasingly personalised use, especially through mobile devices, is a marked one with evidence that this drives increased Internet usage, particularly in Nordic countries and in Eastern Europe. Schoolwork is also the most common activity for 9-16 year old children showing the penetration of Internet technologies into the learning process is well advanced.

The challenge for educationalists and policy makers, however, is that across Europe, up to a quarter of children don't go beyond the most basic of Internet applications, using it as a mass medium of entertainment and information, rather than a hugely powerful tool for creating, sharing and collaborating. Identifying five main sets of activities, EU Kids Online has found that as children get older, they utilise more interactive and communicative Internet features but still just 23% of all 9-16 years reach the most advanced stage using Internet technologies for creative and collaborative purposes. This ladder is skewed in some countries more than others. Northern Europe, including Scandinavian countries and others that

have promoted high levels of digital engagement (Estonia, Slovenia, Cyprus, France) have all fared better with over a third active at the advanced end. Some, including Ireland, Greece, Spain, Romania and Poland, are well behind with as few as 14% reaching this level.

There is a lot of work to be done in other words if media literacy is to really take hold and to fulfil the potential that it offers for young people. Educational efforts are crucial because it is only in the context of a digital curriculum where young people seamlessly integrate the capabilities and affordances of the technology around them into everyday learning that a full realisation of media literacy is possible. Educationalists can take a lead by facilitating and guiding digital opportunities in classroom settings. Restricting access and creating extra boundaries between school and

everyday life makes no sense and will only widen digital divides, discourage those who need more support and further alienate unmotivated students.

eScouts: Collaborative learning and empowerment between generations

Andrea Diaz Mattei & Gabriel Julio Rissola, Dynamic Organization Thinking (D-O-T), Spain and Alessia Rogai, Associazione Arci, Italy

The Final Conference of the project "eScouts - Intergenerational Learning Circle for Community Service" will take place on 13-14 December 2012 in Sofia, Bulgaria. This project is a complex, multidimensional and comprehensive initiative aiming to develop an exchange of innovative intergenerational learning experiences between people older than 55 and young volunteers in six European Member States; Bulgaria, Germany, Italy, Poland, Spain and UK. It is supported by the KA3 ICT line of the Lifelong Learning Programme managed by the European Commission Education, Audiovisual and Culture Executive Agency.

Andrea Diaz Mattei

Gabriel Julio Rissola

Based on an analysis of the transnational context, the eScouts project partners have sought to develop an innovative training solution, aimed at supporting participating European countries in the common goal of e-inclusion. With this aim in mind, the project built a learning circle in which young people support senior people in ICT usage and, in return, seniors mentor youth in their efforts to access the labour market and to face the challenges of adult life, completing in this way a circle of learning, exchange and conviviality. To do this, an Intergenerational Learning in Blended Environments and Spaces (ILBES) methodology was elaborated. It is a new approach developed as part of eScouts and is inspired by two proven learning methodologies (PAAR and CSL) which have been combined for the first time in the

Alessia Rogai

design of an intergenerational learning circle that facilitates the socio-digital inclusion of seniors and the entrance of youth to the labour market and adult life, while improving solidarity between generations and local community cohesion. The harmonisation of these two methodologies was led by D-O-T with the collaboration of the University of Dortmund, L'Apis, Fundación Esplai and Reflective Learning. Training in this methodology was carried out in 9 Regions of the 6 piloting Member States. This training took place following the creation of a common methodological "skeleton" set of toolkits that have then been adapted to local needs, priorities, and missions. The ILBES methodology is based on certain ethical principles/practices and learning methods, as well as on (informal, comfortable) training settings that enhanced learning exchanges between participants. It has been very effective in giving value to the life and work experiences of participants and in encouraging sharing processes. It has provided a means to empower a large majority of participants, with respect to their different roles and to the expected learning outcomes of the five envisaged modules. A final publication from eScouts will be presented during the Sofia conference which includes the contents, outcomes and results of the project. During the conference which will include all project partners and several international guests, participants

will draw conclusions from the project and share best practices, methodologies and strategies for the future.

The experiences of Zaffiria

Alessandra Falconi, Centro Zaffiria, Italy

Zaffiria is a centre based in the Municipality of Bellaria Igea Marina in Italy. It is engaged in offering and developing media education in schools in collaboration with teachers, parents and children. Our projects and workshops are carried out in close cooperation with the many governing bodies of schools throughout the region.

Alessandra Falconi

Our aim is to promote media education and children's rights, the social participation of children through the creative use of media, as well as with awareness raising initiatives like the Children's Municipal Council.

On a European level the centre has worked in partnership with several projects: Media-Educ, a portal about media education, and Euromeduc, a project sustaining efficient and integrated development of media education in Europe through three seminars and a European congress. Zaffiria organises a national conference Medi@tando every two years, bringing together professors, researchers and educators in the field of media education from all over Italy. The Bellaria Charter emerged from Medi@tando 2002, considered to be the first Charter defining a set of values for media education professionals proposing definitions and objectives for media education.

We collaborate with CORECOM of the Region of Emilia-Romagna in the protection of minors by organising the project "La tv vicina ai bambini" (television that is close to the children), planning the creation of quality television based on places invented and proposed by children themselves, a contest of video products and a final publication that can be used for the elaboration of new media education workshops. The second project in this collaboration concentrates on media and scientific divulgence, creating animations based on astronomy, myths and legends around the star system in order to celebrate the Year of Galileo. Information about all our projects is available on our website.

Zaffiria has been managing the Centro Alberto Manzi archive since 2008. The teacher Alberto Manzi has been one the most original personalities in contemporary Italian pedagogy. The Centre Alberto Manzi is based in the Legislative Assembly and Commission of the Emilia-Romagna region and is financed by the Legislative Assembly and Commission of the Emilia-Romagna region, the Ministry of Public Instruction, the Department of Educational Sciences of the University of Bologna and RAI, Italian television. The purpose of the centre is to promote knowledge about the life and work the "Maestro" Alberto Manzi through an analysis of his work as an educator, writer and author of radio-television programmes.

The overall objective of this effort is to establish a point of reference for educational research and communication, in particular through new media.

Estonian schools joined together to form a joint lecture capture network around Echo360

Marko Puusaar, EITF, Estonia

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 fifth issue Marko Puusaar, Educational Technologist - Multimedia Specialist at Estonian Information Technology College, describes how the multiple integration of lecture capture systems on a large scale was made possible in Estonia.

Marko Puusaar

For years schools all over Estonia have conducted trials with a multitude of lecture capture solutions and through these trials have seen how much this simple approach of capturing real lectures broadens the flexibility of learning for students. This has brought the leaders of Estonian higher education institutions to the understanding that lecture capture is a valuable tool in today's digital world and implementing lecture capture solutions is only a question of "how", not "if".

To support the implementation process of lecture capture in Estonian schools, Estonian Information Technology Foundation (EITF) has set up centralised lecture capture services based on Echo360 solutions. These services are offered free of charge (except capture licenses) to all the members of Estonian e-University and Estonian e-VET consortia members (44 schools). Altogether 14 higher education institutions, serving about 50,000 students, have already joined these services in Estonia. In this effort EITF handles the purchase of capture licenses for all the partner schools and also manages all the centralised services (servers, bandwidth, management) needed to keep the services up and running.

Although there are currently only 25 classrooms equipped with lecture capture solutions in Estonia, the total number of captured lectures has reached 5500+ and it is growing with the rate of 147+ hours of new lectures captured every week.

This year has seen a tremendous growth for lecture capture in Estonian schools with 8 new schools joining the service last summer. This growth was made possible by the joint project "Procurement of a modern lecture capture system and its implementation in Estonian professional higher education institutions" funded with the financial resources of European Regional Development Fund. The total budget of the project was €337,082 of which €320,228 was financed by European Regional Development Fund. In the context of this project Echo360 was chosen as the preferred partner to supply new lecture capture appliances and licenses for the partner schools in the project.

Although most Estonian higher education institutions are already using lecture capture and slowly integrating this into their core services, there are lots of vocational schools that are just beginning to try out how lecture capture could enhance learning. This means that for EITF the current number of members and venues is just the tip of the iceberg.

Contact Marko Puusaar for more on how Estonian schools are working together to implement and manage lecture capture services.

To find out more about lecture capture generally, join the REC:all community.

Resources of the Month

This section includes a selection of resources from the Media & Learning Resources Database.

- LyricsGaps provides a number of lyrics of popular songs with gaps to be filled – a fun way to learn foreign languages.

- Public Domain Review is a not-for-profit project dedicated to showcasing the most interesting and unusual out-of-copyright works available online.

- Meet the MEDEA Awards 2012 finalists online contains the recording of this webinar on 22 November 2012 with the winners of the two main categories.

- Tubechop provides an easy way to chop sections from any YouTube video and share them via links, embed codes, etc. Chopped sections can be rated and commented.

- The Module on plagiarism and the right to quote is a free auto-training online module structured in 5 parts.

MEDEA News

MEDEA Awards winners announced in Brussels

The winners of this year's awards were announced during the MEDEA Awards Ceremony on 14 November which was part of the Media & Learning Conference. The Greek entry 'And the Oscar goes to ...' won the MEDEA Award for User-Generated Educational Media 2012 while the French entry 'Quand la colère fait tomber les masques' won the MEDEA Award for Professionally Produced Educational Media 2012. Four additional special prizes were also awarded – read the press release for the full story. The deadline for receipt of entries in 2013 is 30 September.

Mobile Learning Workshop in Germany

The MEDEAnet workshop on "Mobile Learning in Extended Vocational Training and Adult Education" with 17 participants took place in MFG Baden-Württemberg, Stuttgart on 27 November. Dr. Martin Ebner from the Technical University of Graz in Austria introduced participants to the possibilities of using mobile devices in an educational context. He presented his five theses: mobile devices are not "new" media, they are changing society, every teenager owns mobile devices, they are ubiquitous and they became a part of us. After discussing concrete fields of applications of mobile devices in education, participants created a concept for their own application. The results, ranging from "rejuvenation apps" to "teacher education apps", exemplify the huge spectrum of M-Learning.

Web documentary workshop in France

19 people took part in the second MEDEA2020 French workshop: "Design and use a web documentary as a learning resource" on 6-7 November 2012 in the Université de Lorraine. Experts with backgrounds in film-making, video technology and pedagogical use of video shared their experience on how to design and use a web documentary as a learning resource. Workshop activities alternated between theoretical presentations and group work. The workshop was preceded by online training and preparation organised and managed by Gérard Casanova through the French forum of the virtual Media & Learning Community of Practice.

Media & Learning 2013 on 12-13 December

The fourth annual Media & Learning Conference organised by the Flemish Ministry of Education and Training and media company ATiT and supported by the European Commission will take place in Brussels on 12-13 December 2013. The deadline for submission of ideas for the programme is 1 June 2013, more information will be available on the conference website in January 2013.

Related Awards Schemes & Events

E-learning symposium 2013

Practitioners from a wide range of disciplines and institutions will gather at the University of Southampton (UK) on 24-25 January 2013 for the 8th annual e-learning symposium, organised by LLAS. The main themes of this year's edition include digital literacy, augmented reality, innovative grammar teaching and MOOCs and MOTs.

Annual EDEN Conference on 12-15 June in Oslo

The theme of this year's EDEN conference is "The Joy of Learning – enhancing learning experience - improving learning quality" and it will be hosted by the University of Oslo. The organisers plan to present the latest best practice in the field of e-learning, share progressive concepts, and promote collaboration. Deadline for abstracts is 5 February.

ICEM Conference in Singapore on 1-4 October

Authors are invited to submit abstracts and participate in the 63rd International Council for Educational Media (ICEM) Conference to be held in Nanyang Technological University, Singapore from 1–4 October 2013. ICEM 2013 will explore the paradigm shift from e-Learning to we-Learning, and the broad consequences for education in a changing world. Deadline for submitting abstracts is 31 March.

Contact information

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