

Media & Learning News

Mediawijs.be launch



Ingrid Lieten

Flemish Minister for Media Ingrid Lieten together with Wim De Waele, CEO of iMinds will be launching Mediawijs.be, the Knowledge Center for Media Literacy in Flanders, during a daylong media literacy conference in Brussels on

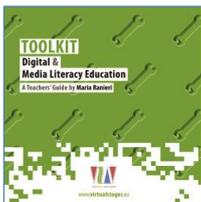
27 March 2013. The main objective of the Center is to focus on the social participation of citizens in all areas from education to commerce and from mass to social media. Philippe Van Meerbeeck, strategic coordinator of the Flemish public broadcaster VRT will unfold the Action Plan Media Literacy of the broadcaster. More info on the [Mediawijs website](http://Mediawijs.be), where you also can register for this event.

VideoLectures.NET wins World Summit Award

VideoLectures.NET, a global web portal for high-definition academic videos, was recognized by the UN and UNESCO as one of the most outstanding examples of creative and innovative e-Content in the world in the last decade. The video platform won the The World Summit Award (WSA), in the e-Science & technology category. VideoLectures.NET is a European project run at the "Jožef Stefan" Institute in Ljubljana (Slovenia). It currently includes content from 761 events, 10,763 authors and 14,251 lectures (ca. 16,442 videos in total). It is a unique resource for high-quality and specialised academic talks. [Click here](#) to read the press release about the Award.



Digital & Media Literacy Education, A Teachers' Guide



Media Education is currently more oriented towards empowerment than towards protection. Recent studies on digital literacy suggest looking at the Internet not only to take into consideration its risks but also to exploit its opportunities for the pedagogical mediation for a conscious, critical and creative

use of the media. The recently published "[TOOLKIT Digital & Media Literacy Education, A Teachers' Guide](http://virtualstages.eu/toolkit/)" by Maria Ranieri, Researcher at the University of Firenze (Virtual Stages against Violence Project), identifies important areas of intervention and proposes five units complemented with several concrete activities and resources, that the teacher can use easily in everyday teaching in the classroom. Download the free toolkit on <http://virtualstages.eu/toolkit/>.

LEARNTEC 2013: "Future Learning"

On 29-31 January 2013 "Future Learning", the 21st edition of LEARNTEC - the international trade fair and convention for vocational education, learning and IT - took place in Karlsruhe (Germany) and over 6000 international professionals took part in it. The focus was on the key topics of lifelong learning, e-publishing and serious games, but

also other topics were popular at the fair: virtual classes, mobile learning, 3D, augmented reality, etc. A spotlight was also placed on key education policy issues such as the shortage of qualified professionals. LEARNTEC 2013 included an event called Media Competence Day in which journalists, politicians and educators came together to discuss how appropriate learning materials and teaching strategies can strengthen the media skills of young people.

Distance medical training by Twitter and Instagram?

On 2 October 2012 a medical team of the Swedish Medical Center in Seattle, led by Dr. Douglas Backous, carried out cochlear implant surgery on a 79-year-old patient. Drew Symonds, a member of the hospital's communications team, used his mobile phone to cover the whole operation posting photographs on Instagram while tweeting Dr. Backous's comments and narration. The result is a remarkable innovative documentary that details the whole procedure in an accessible manner, see more in [this article](#) by Lindsay Abrams on the journal The Atlantic.



Featured Articles

BBC's Share Take Care campaign for Safer Internet Day

By Martina Chapman, BBC, UK

The internet and emerging technology offer us great potential to improve our lives; busy people can save time online, the economically constrained can save money and the socially isolated can connect more easily with other people.

Now, just 140 well-crafted characters, or a single moment in time captured on a mobile phone have the potential to reach and change the lives of millions of people. But with great power comes great responsibility and not all tweets are well-crafted or well-intended, some pictures speak a thousand unintended words and not all networks are properly understood or well-managed. When social media are used badly the reputational, social, economic and personal consequences can be far-reaching.

As part of its commitment to promoting Media Literacy, February saw the BBC mark Safer Internet Day 2013 with the Share Take Care



campaign. Working in partnership with the UK Safer Internet Centre, the campaign was designed to raise awareness of the risks of oversharing information online and help everyone make smart choices about what they do online. Social media are used by a wide range of people so the Share Take Care campaign targeted three distinct audiences: younger children, teenagers and adults.



Martina Chapman

For our younger audience, a series of specially-commissioned CBBC 'sound-alike' music videos featuring CBBC presenters delivered specific online safety messages in a fun and engaging way. The 'sound-alike' music videos were hosted on the CBBC StaySafe website and were promoted on-air during CBBC's Newsround packages. Meanwhile, the [News School Reporters](#) were 'talking twitter' and being promoted on the BBC News Homepage.

As one of the most popular national radio stations, the support from Radio 1 was critical in getting the Share Take Care message to millions of UK teenagers in a way that really resonated with that key audience. Almost every radio show featured the campaign message and the creativity used made for some brilliant radio. All this editorial was supported by an impressive amount of social media activity including a [new online 'tagging' game](#) played within Facebook.

The adult audience also had many opportunities to hear the Share Take Care message through extensive editorial coverage across the



BBC network, with BBC 1 Breakfast, breakfast and lunchtime regional bulletins, 1Xtra, [Radio 4](#), and 31 local radio stations supporting the campaign.

To support this on-air coverage, there were three specially-

commissioned online films fronted by Louise Minchin from BBC Breakfast News: two '[Digital Detective](#)' films highlighted the risks of over-sharing online, and a third film looked at the tools available to help parents manage their children's access to the internet. [Webwise](#), the BBC's digital skills website, also hosted a "[top tips](#)" page to support these films and a blog from Will Gardner, CEO of Childnet International, on Parental Tools.

All this content is still available on [Webwise](#) and, as working in partnership is central to the new BBC Media Literacy strategy, all the films, including the CBBC films can be [embedded by partners](#).

Do-it-yourself video lectures at KU Leuven (1)

By Roman Verraest, KU Leuven, Belgium



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project REC:all. In this eighth issue [Roman Verraest](#), Educational Technologist at the Catholic University in Leuven ([KU Leuven](#))

in Belgium will describe the easy-to-use multimedia service ([Videolab](#)), he and his colleagues developed for the University. On 26 March 2013, Roman will speak in more detail about this service during a new [REC:all webinar](#).

[The Teaching and Learning Department KU Leuven](#) has a long tradition in supporting the university and its Association in the use of audio-visual and new media for educational purposes, providing AV production services



Roman Verraest

and automated auditoria and infrastructure for university staff. To promote and facilitate the use of video in education, the Teaching and Learning Department trains teachers and staff on how to produce small educational videos at low cost and with minimum effort. With an increased awareness about the possibilities of digital video in the early 21st century came also a demand for an easy and affordable digital distribution method. The Teaching and Learning Department of KU Leuven wanted to develop a scalable and sustainable platform for digital video distribution. Scalable in a sense that the service should quickly be able to accommodate associated polytechnic schools and university colleges besides the KU Leuven itself and sustainable so that an increase in users did not mean an increase in workload for the support staff. A complete do-it-yourself approach was in this case the most preferred solution.

About 10 years ago, Videolab originated as a QuickTime Streaming Service, giving teachers and students the opportunity to upload video to a centralised server. The video was converted to streaming media and the uploader could share their content with the provided HTML



embed code. After a successful transition to Adobe Flash Streaming in 2010, Videolab became the main framework for other media projects within the Association concerning universal access and accessibility, open course development and distance learning initiatives. Videolab was envisioned as a do-it-yourself service from the start, making usability and

ease-of-use a key factor in its success. Teachers can edit their video online with a few simple clicks or delegate the editing and distribution process to their assistants. Creating albums and collections is as simple as dragging files to the desired folders while a published album or video is never more than one click away.

Parallel with Videolab's transition to Adobe Flash Streaming, the Teaching and Learning Department started fitting out selected auditoria with automated lecture capturing systems that were fully integrated with the Videolab service and as such with the vast repository of media Videolab had accumulated over the years. This provided the unique opportunity to combine already existing media with new web lecture content, in a way commercially available solutions could not provide.

On 26 March REC:all will organise a [webinar](#), where Roman Verraest will speak about these multimedia services for teaching in further detail. In next month's issue of this newsletter, Roman will elaborate on future developments and design issues related to Videolab.

Make smartphone video like a pro DollyCam

Every camera operator will tell you how important rock steady images are: the first thing you learn is to keep your camera firmly fixed, preferably on a tripod, to avoid giving your viewers a headache. Now, this has become difficult with small handheld devices such as the iPhone or iPad, and although we recommend using some kind of grip or supporting (more about this next month), you can get a long way with this app that compensates all unwanted moves in your image. The 2,69 Euro app DollyCam, based on research in computer vision, turns your shaky iPhone video into amazingly stable images. Shoot video the normal way (of course trying to keep the camera as stable as you can), and afterwards process it with this app (this can take a few minutes) to stabilise the images. To do so, the app cleverly uses data from the gyroscope and accelerometer sensors on the iPhone... See examples on <http://www.fr-vision.se/dollycam.html> (iOS only)



(Image courtesy FRVisionAB)

Tools of the Trade Heads up for Video Editing in the Cloud – part 3

By Mathy Vanbuel, ATiT, Belgium

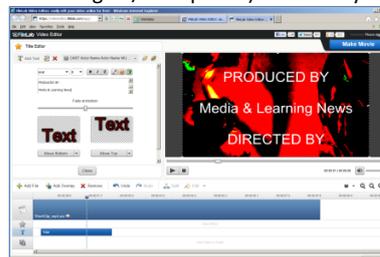
In last month's issue, we took a closer look at the YouTube Video editor, Video Toolbox and Pixorial online video editors. This month, we look at a few more editors that are easy and that don't require heavy hardware and software resources, just a browser and a good internet connection.



Mathy Vanbuel

WeVideo (<http://www.wevideo.com>) as the title says itself focuses on self-creation and sharing of assets; there are two ways of editing: storyboard is the simplest way, for the more experienced editors there is the (advanced) timeline mode, which allows for multi-channel audio editing. With WeVideo the editor can choose from a decent library of backgrounds, themes, soundtracks and effects, provided by the service, but of course the editor can also make use of own video clips, sounds and images as well as materials from elsewhere in the Cloud (Drive or Dropbox) or from other social media (Instagram, Picasa, Facebook and Flickr). Own files are uploaded and stored in a private and secured area, which can be accessed from everywhere. They can even be shared online so that collaborative online editing becomes easy. The online editor is very

intuitive but misses some of the finer controls (frame accurate editing or setting IN/OUT points) that many editors are used to work with.



Titling interface of FileLab

Nonetheless an excellent tool also for schoolchildren to create their own videos with the greatest ease. Tutorials are provided on the WeVideo website, not within the online editor itself, which took a little hunting around at first.

The FileLab Video Editor (<https://www.filelab.com/video-editor>) requires the installation of a proprietary plug in, but once installed the application works smooth and responsive, also because the application makes use of the files stored locally on your hard drive without waiting until they have been uploaded. The interface is simple and the functions are somewhat limited to very basic editing. Most popular formats are supported on both input and output side, especially for viewing on portable devices. The video editor is accompanied by a dedicated audio editor, which is very basic and therefore simple to use, certainly when compared to Audacity.

Adobe Premiere as part of the [Creative Cloud](https://www.adobe.com/creativecloud) takes a different approach: this is not an online editor as such but an online license that allows the editor to save and share his files in the cloud where others can collaborate with the editor on the same files and project. When looking at the tablet version of Photoshop, it is easy to imagine that one day there will also be an online editing service of Premiere.

MixMoov (<http://www.mixmoov.com/>) again takes a slightly different angle, it provides for example an editing solution that can be integrated in the website of an organisation and focuses somewhat more on workflow management. Mixmoov enables integration with online video platforms such as Brightcove, Kaltura, and thePlatform and enables video editors and content producers to upload video files and other assets not only from their own desktop or content management system, but also directly from their existing accounts with these platforms. The online editor is more aimed at organisations (mainly commercial but also education) that are looking for an integrated online video editor for social networking or video sharing sites or for academic projects.



Titling interface of MixMoov

Next week we will conclude this mini-series with an article on educational uses of online editing.

Resources of the Month

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

- The [Digital Image Rights Computator](#) assists the user in assessing the IPR status of specific images documenting a work of art, a designed object, or a portion of the built environment.
- [IrfanView](#) is a fast, small, innovative freeware graphic viewer and editor adequate for beginners and experts. It supports many formats and languages.
- [Audiolingua](#) is a collaborative bank of authentic audio resources, recorded by native speakers, for free pedagogical or personal use.
- [KidsTube](#) is a free educative video resource for educators featuring thousands of approved and filtered videos, images and blogs.
- [Embedplus](#) is a free application that facilitates the embedding, editing and customization of Youtube videos.



MEDEA News

Fifth MEDEAnet webinar on the Use of Videos for Teaching takes place on 21 March



This one hour webinar will provide you with an overview on how you can best integrate video in your course settings and the effect it can have on learning behaviour. There will be a special focus on the recent trend to use video to flip the classroom and letting students study core content material at home so that they are ready to use what they've learned in concrete exercises, discussions and projects during the face-to-face class. This webinar is aimed at teachers, educators and trainers interested in developing their own educational media. Register from 12 March onwards on the [MEDEAnet website](#).

Related Awards Schemes & Events

Evens Prize for Media Education

The call for the third [Evens Prize for Media Education](#) is now open. The aim of this prize is to stimulate efforts to increase media literacy of children between 4 and 8 years old: in this way they will be able to understand the mass media and how they work, in order to be in control of this important aspect of their lives. The deadline is 15 April 2013. Jury deliberations will take place in October 2013. The winners will be invited to the



Award Ceremony in November in Paris.

FÍS film festival

Currently in its 6th edition, the [FÍS Film Festival](#) is an annual event that sees schools from all over Ireland creating short films from animations, documentaries to educational dramas. On the website it is described as “wonderful celebration of the creativity and imagination of children and teachers”. 24 out of all the schools taking part in the festival are selected each year and invited to the Helix Theatre in Dublin for the FÍS Film Festival where the awards are presented in various categories. The deadline for film entries is 28 June 2013. More information is available on [the website](#), as well as resources designed to help teachers and students in the film-making process and some of the awards from previous years.



NAACE 2013 – Learning without limits

“Learning without limits”, this year’s edition of the [Naace Strategic Conference](#), will take place on 7-8 March in Nottingham (UK). The principal themes will be the impact of ICT in schools and exploring of a range of ways in which ICT can be used to promote learning and engagement. Online safety, BYOD (*Bring Your Own Device*) and the use of tablets and apps are just some of the topics that will be discussed. Furthermore, the conference will include the awarding ceremony of the [the Naace ICT Impact Awards](#) and of the [Naace Annual Competition for Schools](#) which this year invited schools to create a digital artefact.



Call for Youth-produced videos by PLURAL+



[PLURAL+](#), the famous youth-produced video festival organised by [UNAOC](#) and [IOM](#), invites again the world’s youth to submit original and creative videos focusing on the themes of migration, diversity and social inclusion. The festival, recognising youth as powerful agents of social change, has the aim to increase their awareness and respect for diversity, insight and creativity, and since 2009 it received over 600 entries from more than 60 countries. Young people (up to 25 years old) are encouraged to explore the mentioned themes and to share their creative vision with the world. To do so, they can use the help and resources provided through the [website](#). The deadline for video submission is 30 June 2013. The winners will be invited to New York to present their work at the Awards Ceremony, with opportunities for professional development, co-productions, and international exposure through the PLURAL+ distribution network.

Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact:

Nikki Cortoos, Media & Learning News Editorial Team
Address: ATIT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium
Tel: +32 16 284 040, Fax: +32 16 223 743
E-mail: news@media-and-learning.eu
Website: <http://news.media-and-learning.eu>