

### Media & Learning News

#### Paolo Celot to assist EU Member States on Media Literacy



The European Commission's [Media and Media Literacy Unit](#) has just appointed Paolo Celot to assist EU Member States in assessing media literacy in their own countries and to support them in their evaluation exercises. Paolo recently met with members of the Expert Group and gave a presentation covering the expertise he has accumulated over the years. He

described previous studies as having provided preliminary models that help a better understanding of the ambiguities of definitions, and what and how media literacy should be measured. Composed by representatives from each of the 27 EU Member States, the European Commission's [Experts Group on Media Literacy](#) deals with a number of issues related to media literacy and meets three times per year.

#### Call for articles on Design for Learning Spaces and Innovative Classrooms

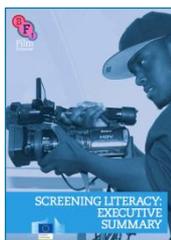


eLearning Papers

eLearning Papers has just announced a call for papers for its next issue, which will be dedicated to the theme Design for Learning Spaces and Innovative Classrooms. Issue number 34 will explore practices and experiences related to how innovative classroom design can support innovation and creativity. The deadline for submissions is 28 July 2013, for more information visit this [page](#).

#### European Media Literacy Report

The European Media Literacy Report, commissioned by the European Union, was presented on 4 June in Derry/Londonderry in Northern Ireland during a pan-European meeting organised by the British Film Institute. This report maps current practices in film literacy in Europe in formal and informal settings and for all age groups. As well as a presentation of the report, the Derry/Londonderry meeting also provided an opportunity to see a mobile cinema, to watch a variety of different films from different parts of the world and to discuss future projects. You can read the full report on the BFI [website](#) which includes country profiles and case studies.



#### Radijojo world Children's Radio & Media Network

Radijojo world Children's Radio & Media Network is a non-profit organisation dedicated to media-based global learning, cultural exchange, inclusion, youth empowerment and children's rights. All content is designed as free educational resources and is made by children for children. In school workshops children and educators are trained in the use of media to create podcasts, websites, radio shows, videos and animation films on issues that have a local and a global relevance. Schools, families, cultural groups, NGOs and non-commercial libraries worldwide can access the contents for free. Radijojo combines public and social media with the formal and non-formal education sector, find out more [here](#).



#### New publication on Advances in Technology Enhanced Learning

The Open University's Knowledge Media Institute and partners in the EU-funded TEL-Map project have brought together senior researchers to showcase their vision of the future of learning with technology in a new publication. The projects presented and discussed include environments for responsive open learning, work-based reflection, work-based social creativity and serious games. In the publication the authors explore how to make engagement in learning (and teaching) more passionate and discuss innovations which pave the way for more open collaboration at scale. This book is available through the [iTunes Store](#).



#### DIVERSE Community meets in Osnabrück

This year the [DIVERSE Conference](#) was organised alongside the OpenCast Matterhorn community event and took place on 24-26 June in Osnabrück, Germany. Highlights on the conference agenda included the overview of MOOCs and the role video plays in them by Steve Hull from JISC, the presentation of the MediaMosa Foundation by Frans Ward and Michel van de Ven and the snapshot of media-supported learning down through the ages given by Mathy Vanbuel from ATIT/ the Media & Learning Association.

#### Results of EUN study into 1:1 learning initiatives

European SchoolNet have just released a study entitled 'Overview and analysis of 1:1 learning initiatives for Education and Training in Europe', which they carried out on behalf of the Institute for Prospective Technological Studies (IPTS). This [report](#) presents an analysis of 31 recent 1 to 1 learning initiatives, which equip students of a given school, class or age group with a portable computer device. Overall, the analysed initiatives involve approximately 47,000 schools and 17,480,000 students in primary and secondary education across 19 European countries.



#### Featured Articles

##### A Teacher's View on Learning Analytics: Controlling the Data or Being Controlled by Data? – Part 1

By Erik Woning, Kennisnet, The Netherlands

What questions, opportunities and concerns do teachers encounter when they think about realising a more personalised and adaptive learning environment for their students? And in what way could the role of the teacher be affected by current developments in the area of data and analytics? In [Kennisnet](#), the public educational organisation which supports and inspires Dutch primary, secondary and vocational institutions in the effective use of ICT and at the Kennisnet Innovation department we try to find answers to these questions by conducting research and facilitating experiments in collaboration with educational practitioners.



Erik Woning

### Learning Analytics and Personalised Learning in the Netherlands

In the Netherlands there are several initiatives that are trying to realise a personalised learning platform or adaptive learning content. These initiatives are in various states of development and have different focus areas and target audiences. However, what most have in common is that they are all driven by data created by student interaction with content. In this context we see Learning Analytics as the effort to discover trends and patterns in educational (big) data with the goal of creating a more effective learning environment. These trends and patterns can lead to actionable predictions or recommendations for teachers and students. Creating a data-driven education system might lead to more personalised learning, but also has many consequences for the way a school is organised and the role of the teacher.

### Ideal classroom and ideal learning

In one of our current research projects we are trying to get teachers to think about questions like: "What does your ideal classroom look like?", "What kind of learning takes place in such a classroom?" and "What would be your role as a teacher?". By using a semi-structured online discussion platform, dozens of teachers have participated in a lively discussion on the subject. For the purpose of this study we have selected three specific initiatives for primary and secondary education. These three initiatives are good examples of platforms that use Learning Analytics principles to create a more personalised learning experience. Contrary to most of the other studies on Learning Analytics, this research is not about the technical, but focuses on the practitioner side of the story. [TNS Nipo](#), a major research player in the Netherlands, has helped Kennisnet in the execution of this project. The research is still on-going and the first results will come in August.

### "Ideally, students are directors of their own learning"

When talking about the future of education with teachers, personalised learning for each and every student is a goal that most of them would like to see realised. One of the participants said: "In an ideal situation the students are in charge and are the directors of their own learning process." At the same time, teachers realise that they spend a lot of time on grading and registering the results of their students, but aren't able to answer specific questions like "Who is struggling with what?". Furthermore, students who are talented aren't always able to work ahead and aren't being challenged enough. In any case, all participants agreed that the role of the teacher will become different: from a disseminator of knowledge, to something like a coach, or mentor, who guides students through the learning process.



### Collect opinions and create awareness

At Kennisnet we believe that data and analytics will play a huge role in the way schools and teaching will be organised in the future. We see that several educational publishers and distributors are moving away from their core business of creating and shipping books to becoming service providers and developers of learning platforms. One of our main concerns is that schools might end up with a platform or system that doesn't fit their needs, but that they have to put up with because of a data or vendor lock-in. That is why the study Kennisnet is currently conducting has two goals: the first is to collect opinions and perceptions of teachers that are working with innovative learning platforms. The second is to create awareness among teachers and school leaders concerning the possibilities

and challenges. One of the strengths of Kennisnet is that we have a large network consisting of both schools and policy makers in which we can share our expertise and support schools. Throughout the school year we will organise meetings for school managers and directors, IT-coordinators and teachers. During these meetings we will discuss trends in technology and education and try to inspire educators to make efficient use of the technologies out there.

If you would like to learn more about Kennisnet or want to collaborate with us in the field of personalised learning or Learning Analytics, please visit our international [website](#). For more information on our current activities and insights have a look at our (Dutch) innovation [blog](#).

Erik Woning will be taking part in the Media & Learning Conference held on 12-13 December and is playing a leading role in the agenda sessions dealing with the topic 'Visual interactive interfaces helping learners to analyse big data and learn with them'.

## 106 ideas for a media literacy lesson and it's only the beginning!

By Dorota Górecka, the Modern Poland Foundation, Poland

[Edukacjamedialna.edu.pl](http://Edukacjamedialna.edu.pl) is a one-stop-shop for all teachers, librarians and educators interested in media literacy. The website built by the [the Modern Poland Foundation](#) contains all you need to create your own, customised media literacy programme for lower and higher secondary school students.



Dorota Górecka

### Resources

Every lesson contains a short introduction, a scenario and an interactive test. Not all of the lessons require the use of ICT in class which was a conscious decision to cater to the varied needs of schools who are sometimes still struggling with access to technology. The aim was to build a flexible tool which can be implemented in formal education, as well as in libraries and community centres. The prepared lessons create a complete media literacy programme, but also single items can be selected and matched according to the teacher's needs and time available.

All materials are Open Educational Resources published under a Creative Commons Attribution-Share Alike license, which means they can be freely copied and distributed, developed and adapted.

### Framework



The materials are based on the "[Media and information literacy competences catalogue](#)" published by the Modern Poland Foundation a year ago. It was the first initiative in Poland aimed at answering the very basic question: "what do we really mean by media literacy?".

The catalogue covers 8 broad categories; information use, media and relationships, media language, creative use of media, ethics and values, media law, safety and economical aspects of media. The competences have been assigned to 6 stages of formal education and 3 groups of lifelong learning, based on the competency level. As a result, we have thematic fields in one dimension and age groups in the other. Combined they provide a map of information and media



literacy, which allows identification of knowledge, skills and attitudes for every age group in every thematic field.

The catalogue proved to be a great success. Not only did it provide a framework for developing comprehensive educational materials, but it has also been used as a point of reference by other organisations working in the field. Thanks to the support of the UNESCO Information for All Programme the publication has recently been translated into [English](#) and Russian.

### Help us to improve!

In 2014 we are planning to publish a reviewed version of the "[Media and information literacy competences catalogue](#)". In the fall of 2013, an online international consultation will be launched. The process will be open to scholars from the information and media literacy field, as well as practitioners working in this area. All contributions are welcome - please register your interest by emailing [edukacijamedialna@nowoczesnapolska.org.pl](mailto:edukacijamedialna@nowoczesnapolska.org.pl).

## Doing Lecture Recordings Well – Part 2

By Chan Lay Kock, Chua Chet Siew & Daniel Tan, Centre for Excellence for Learning & Teaching, Nanyang Technological University, Singapore



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project

REC:all. This is the second part (the first part was published [last month](#)) of the article where we take a closer look at the implementation of lecture capture at the Nanyang Technological University in Singapore.

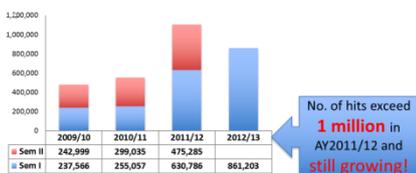


Daniel Tan

Access to recorded video lectures is no longer limited to certain desktop computer platform and browsers. The video files, recorded in MP4 format, can be delivered or streamed to any computer platforms (Windows, Mac, Linux) and mobile devices like iPhones, iPads and Android phone and tablets.

As of 2013, three years after the implementation of the CCCLR project (Centralized Command Center for Lecture Recording) at NTU, the number of new recordings in each semester has increased at a steady rate.

The number of video viewing hits has also consistently increased from semester to semester indicating that students are usefully viewing the lecture recordings. Note that unlike the traditional web-server hits which are typically transactions of sub-seconds in duration, the video viewing hits is significantly higher in the order of minutes (usually between 10- 20 minutes) as students view, ponder and mentally connect the dots, and fill in knowledge gaps.



The aggregated video viewing time during the current semester (computed by adding the seconds and minutes together) reached 41 years. This attests to high utility and usefulness of this form of educational content by students.

Over the years, the video recording program at NTU has evolved from a resource and manpower-intensive operational model to a semi-automated model whereby all learning activities conducted at the lecture theatres are

recorded at the CCCLR. Many processes are automated, like scheduled recordings (with manual override), post-recording processing (video, audio and slide synchronisation), distribution to multiple-edge (Akami-like) video-streaming servers distributed on the campus, and link availability in the respective course-sites on the Blackboard LMS.



The centralised video-recording operational approach not only addresses quality and accountability issues in the video-recording process but also enables us to scale up the recording service at a much reduced cost. Today, students

have quick access to fresh (recordings are done every semester) high-quality lecture recordings (70% of all course offerings are recorded) in a cost-effective manner. The outcome for students is the ability to review and understand lessons fully; this will have a direct bearing to their now improved academic performance. For faculty, they gain time efficiencies to pursue research and improve their teaching, as students becoming more self-directed.

A full-day workshop around good practice in lecture capture will be organised by the REC:all project on 11 December in Leuven, Belgium, as a pre-conference event before the Media & Learning Conference. On this day practitioners and suppliers are invited to come together and discuss the latest issues, needs and developments in the field of lecture capture. More info about the agenda and registration will soon follow on the [REC:all website](#).

## Make smartphone videos like a pro Camera Zoom FX

By Mathy Vanbuel, ATiT, Belgium

To help improve your mobile videos, we regularly highlight useful apps and tools. [Camera Zoom FX](#) is not really a video app, but this Android-smartphone photo app does a number of things that could be of interest to all involved in media creation. This is basically a replacement of the standard photo camera-app with additions such as an image stabiliser, timer-function, time lapse and burst mode (to take up to 10 photos per second depending on the capacity of your smartphone of course). These two functions can be particularly handy for use in science lessons. The app also has editing and filtering functionalities and dozens of other special effects, some rather silly, some useful. The sound-activated shutter works with voice or another sound, for example hand clapping. (Android, € 1,99)



## Resources of the Month

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

- [Creative Commons](#) helps you define to what level you allow others to re-use your shared knowledge and creativity with the world. Creative Commons develops, supports, and stewards legal and



Premium Partners



With the support of the Lifelong Learning Programme (LLP) of the European Union



technical infrastructure that maximises digital creativity, sharing, and innovation.

- [ccMixer](#) is a music community featuring remixes licensed under Creative Commons where you can listen to, sample, mash-up, or interact with music whatever way you want. Remixers can apply sampling, remixing and mash-ups, grab the sample packs and a cappellas for download and can upload their version back into ccMixer, for others to enjoy and re-sample 
- [MIT App Inventor](#) is a web-based program development tool to create mobile applications without a need for prior programming experience. With this tool you can create the app in the browser by dragging and dropping features and behaviour options. 
- [EduTV.gr](#) contains high-quality videos and games relevant to class curricula which are available for streaming or on-demand delivery, as digital archives. Only in Greek. 

## MEDEA News

### Pre-conference events at Media & Learning

The Media & Learning Conference organisers have announced a series of optional pre-conference events taking place on 11 December. They include an opportunity to visit the Future Classroom Lab, which has been set up by European SchoolNet to help visualise how conventional classrooms and other learning spaces can be reorganised to support changing styles of teaching and learning. Two visits take place: one in the morning and one in the afternoon.

A second option is to take part in a one-day workshop organised together with KU Leuven & the LLP project REC:all in Leuven which aims to explore new developments in relation to lecture capture. This workshop will specifically focus on issues to do with up-scaling and institution-wide adaptation.

The final option is to take part in the half-day Games@School info and demo event which will feature research findings and demonstrations on next-generation educational game platforms, including lessons learned on authoring, adaptive content and feedback, user and market insights, and legal and distribution issues. This event is organised together with the Centre for User Experience Research in KU Leuven and iMinds.

The number of places are limited for each of these events so an early booking is recommended. Registration is available through the Media & Learning Conference dedicated [page](#).

### Stands at Media & Learning Conference

Small information stands are available for organisations actively engaged in the topics addressed by the Media & Learning conference due to take place on 12-13 December in Brussels. This includes organisations involved in media literacy initiatives, those promoting creative use of media to support learning and European project teams running projects on related themes. Contact the [conference organisers](#) for more information.

## Related Awards Schemes & Events

### FFUP - Educational multimedia competition



The second University Educational Film Festival will take place from 23 to 25 October 2013 at the Réfectoire des Cordeliers in Paris alongside EADTU's 2013 International Conference. This year the Film Competition invites educational multimedia entries including web documentaries, rich media, video-on-the-web, serious games and other digital resources created at universities or high schools. All media should be produced after 1 June 2009. Entries have to be in French or subtitled/dubbed in French. Entry to the competition is free: you can send up to 5 entries before 19 July to the [Pedagogical University Film Festival](#). Audiovisual and e-learning experts who are interested to participate in the online judging of the festival, can apply on the FFUP website.

### GREAT Conference on Games & Tel in Lisbon

This conference will explore new trends in Europe in the development of structured learning using fun digital games. It will look at how game-based learning can be used to fight digital exclusion and how games might help to achieve educational purposes. This event is being organised in the context of the [GREAT project](#). The conference will be held in Lisbon on 15 and 16 September. Registration is possible before 31 July on the [website](#).



### EFQUEL - A Place for Innovation

The EFQUEL Innovation Forum is the leading conference for practitioners interested in international quality and innovation in e-learning, training and development. The 8th EIF takes place at the Open University Catalunya in Barcelona on 26 and 27 September. EIF 2013 will involve more than 150 experts in e-learning. During the conference participants will take stock of the latest developments and listen to leading innovators in the field of quality and innovation. For more information visit the [website](#).



### NAMLE - Teaching and Learning across Media

NAMLE (National Association for Media Literacy Education) brings together media literacy educators and leaders every two years to expand their knowledge and practice of media literacy education. This year's edition of the [NAMLE Conference](#) will take place on 12-13 July in Los Angeles. The conference session spotlight will be "Intersections: Teaching and Learning Across Media" celebrating the diversity of voices, pedagogies and technologies that comprise the growing field of media literacy education. Find out more information from the website [namle.net/conference](#).



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