



Media & Learning News

Places available on online social media course in September in either French or English

A 10 hour course on the use of social media to support LLP managers and partners beginning in September is now open for registrations. This course is made up of 5 one hour webinars and a series of tasks and activities carried out by participants in their own time. Drawing on the expertise of the Web2LLP partners, this course will also feature inputs from colleagues with experience in the use of social media to support LLP projects. The course in English will begin on Wednesday 4 September at 15.00 CET, and in French on Friday 6 September at 10.00 CET. Register for the English course [here](#) and for the French course [here](#).



“Use of Documentary Film in the Classroom” – educational material for use by teachers



ActiveWatch Romania invites you to check out their new educational material on the use of documentary film in the classroom developed during one of the recent MEDEAnet

workshops. The cinematographic analysis of documentary film and its use in the classroom is illustrated with the help of ‘Our School’ – a film that documents Roma children’s segregation in Romanian schools. Before the screening of the film in the classroom, it is recommended that teachers pose several reflective questions that help them make a first analysis of their own stereotypes and prejudice in relation to Roma ethnics and their own position in relation to school segregation. Find out more from the downloadable handbook available in English at the following [link](#).

Comic Sans workshop in November

Comic Sans is offering educators/future educators who work in the field of teaching literacy to excluded adult learners a week-long workshop in the UK. Activities will focus on using comic books as a methodology for delivering a literacy curriculum. The target group of participants are educators working with adults in high support activities such as prison or street educators who will be invited in pairs from such institutions. Methodologies will be practical & participative, introducing educators to innovative ways of using comics as a tool for teaching literacy. This project is supported by ECORYS UK and the Lifelong Learning programme of the European Union. For more information, visit the [website](#).



Increasing concerns about the role of schools in relation to social media



A number of high-profile bullying cases over the summer in different parts of Europe have raised concerns about teenagers’ use of social media. With the start of the new school year several commentators have raised the question as to the role of schools in helping teenagers learn

how to safely use social media. A recent article in the [UK Guardian](#) sets out the arguments for and against schools’ involvement through a series of comments and opinions given by teachers, pupils and anti-bullying activists.

Featured Articles

The Image Conference

By Kieran Donaghy, Universitat Autònoma de Barcelona, Spain

[The Image Conference](#): Film, Video, Images and Gaming in English Language Teaching took place at the beautiful art-nouveau Casa Convalescència building in Barcelona on 8 June. The conference, which was jointly organised by the International Association of Teaching English as a Foreign Language Association’s Learning Technologies Special Interest Group and UAB Idiomes, was the first of its kind on the use of media and images in language learning and 120 delegates from throughout Europe and further afield attended.



Kieran Donaghy

The concept behind the conference was that today, our society and our world are saturated with visual stimulation and that the visual image has taken over, in a sense, for better or for worse. In the twenty-first century, the ability to interpret and analyse images is an integral part of literacy. We should therefore see images in all their different forms as a legitimate means to enhance 21st century literacy. For young people to participate fully in our society and its culture they need to be as confident in the use and understanding of images as of the printed word. Both print literacy and visual literacy are essential aspects of literacy in the twenty-first century. With the advent of Internet and the digital revolution the availability of images and the facility of creating images have both increased greatly. There has never been a better time for teachers to use images critically and creatively in language teaching. The aim of the conference was to put media and images at the centre of the language learning agenda and offer guidance on using images critically and creatively in language teaching in the age of the Internet.

There were three recurring themes throughout the day. The first was that the proliferation of mobile devices such as digital cameras, mobile phones and tablets, which allow us easily and proficiently to capture moving images, the introduction of inexpensive, accessible and user-friendly editing tools, and at the same time the emergence of distribution sites such as YouTube, Daily Motion or Vimeo have changed the way moving images relate to society, education and language learning forever.

A second dominant theme was the many educational benefits of using moving images in language teaching which include their motivational qualities, as a source of authentic and varied language, the fact that learners often understand much more because the language is interpreted in a full visual context, how film can allow poor readers of printed texts opportunities to access high quality and demanding texts and to use higher order skills, the effectiveness of film at bringing the outside world into the classroom, and providing a framework for communication and discussion. Many speakers also highlighted how the use of different types of images promotes creativity, critical thinking and collaborative learning,



and gave practical examples of how this could be exploited in the language classroom.

The third recurring theme throughout the conference was the highlighting of the educational benefits of not just watching moving



images inside and outside the classroom, but also of creating moving images, and speakers suggested that schools have been slow to respond to advances in technology. Several speakers looked at innovative ways of integrating moving images into the school system and suggested ways teachers could develop to become successful 21st century educators.

Editor's note: A session dedicated to the use of media to support language teaching will be part of the programme for the [Media & Learning Conference](#) taking place on 12-13 December.

Looking at Trends in Educational Media An analysis of 5 Years of MEDEA Awards - Part 1

By Eunika Rukmi, Università della Calabria, Italy

Since the [MEDEA Awards](#) was set up in 2008, it has become one of the most important educational media competitions in Europe. More than 600 entries have been received in the past 5 years and this success has provided the organisers of the awards with a unique opportunity to gauge what is happening with respect to the creation and use of educational media in general by taking a closer look at the entries.



Eunika Rukmi

This has led to the launch of a project earlier this year to establish a database of all the entries. The purpose of this database is two-fold. First it provides a very useful opportunity for researchers and others to analyse the type of entry received and to identify significant trends and interesting developments. Secondly, it provides the organisers and members of the new Media & Learning Association with a very useful body of information to help them identify specific pockets of competence and know-how in different parts of Europe.

My role in recent months has been to set up this database and to carry out an initial analysis of its contents. The database is now complete with all entries catalogued according to a variety of different criteria and in this article which continues in the October Newsletter, you will find a description of the database and a summary of some of our initial conclusions related to its contents.

We started the process by creating a database structure which includes a number of variables to be used in the analysis. After investigating what might be useful for teachers and practitioners, and after scoping the information that was included in all entries, we decided to use the following categories: educational level for which the project was designed; learning environment where the learning takes place; how media materials can be accessed (online/offline); context of learning; instructional goal; level of comprehension according to Bloom's digital taxonomy; and learning approach.

Before starting the analysis, we defined a taxonomy (or set of terms) for each variable and created a set of guidelines for their use and interpretation.

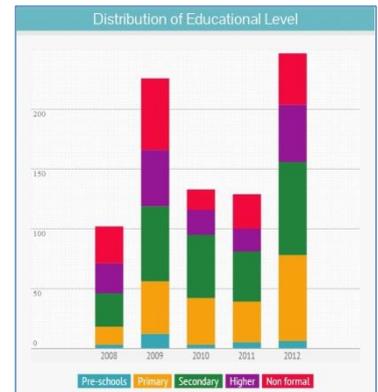
The collection of the data and their analysis took about 2 months. In this article to be continued next month, we provide you with the initial outcomes of this research. We start with the categorisation according to level of education.

In 2008, about 30 % of the entries were aimed at non formal or adult learning while around 27 % were designed for secondary school. We found a similar distribution in 2009 where most projects were focused on secondary education and non formal learning (33-35 %). However even in

2009 there was a growing interest in pre-primary education. In the next year 2010, most projects (almost 70 %) were designed for secondary and primary school students and this trend continued in 2011 and 2012. See graph.

Next month, we will look in detail at the trends related to a further six variables. We would like to remind you that the submission for MEDEA

Awards 2013 is now [open](#). We welcome all educators and practitioners to submit their educational media before September 30!



REC:All - A case study on lecture capture: "Application on soil analysis subjects"

By Héctor Moreno, Universitat Politècnica de Valencia, Spain



This article is part of our dedicated series on lecture capture provided by the Lifelong Learning project REC:all. In this issue Héctor Moreno explains how video lectures can help engineering students at Universitat Politècnica de Valencia to understand the analytical processes they need for their laboratory practice.

In order to become an engineer, students need to be able to develop the ability to solve the problems they encounter in their daily work. The role of university teachers is to cultivate these abilities. Historically teachers of the subject "Classification, Assessment, Conservation and Management of Soil (CACM's)" had found that several students had problems during the laboratory classrooms with analytical processes that they knew in previous courses but they did not remember. To solve this situation we introduced the use of technologies 2.0 because we thought that with video lectures the students would develop several abilities and help themselves at the same time.



Héctor Moreno

Objectives and structure.

CACM's is a subject taught in the fourth course of agronomic and forestal engineering with a learning value of 9 ECTS. One of its objectives is to be able to classify a soil on the basis of analytical results. To reach that goal the student has to analyse several soil samples. It is at this point that e-learning resources enter in the general methodology of this subject. The flipped teaching methodology is used, especially during the practical classroom in the laboratory. The students first study the analytical procedures by themselves (using video captures prepared by the teacher) at home, where they can see the materials and the different steps that they have to use in the laboratory later. After that they go to the laboratory and make the analysis according to the different steps that are described in the instruction clips. Finally they present and discuss these results with the teacher in order for in-depth feedback. Clips are linked in an institutional platform called PoliformaT in their formats [Politube](#) and [Polimedia](#).

What types of e-learning resources are used?

Two types of e-learning resources are available: 4 Knowledge clips and 11 instruction clips. The difference between them is that the first group teaches about theoretical concepts and the second group explains a practical process to repeat in the laboratory.



Knowledge clips are video lectures prepared in the studios of the UPV using Polimedia technology. Each video lasts between 5 and 14 minutes, and the teacher (we can see him on screen) explains a specific theoretical concept with a short PowerPoint presentation.

Instruction clips are video lectures filmed in the laboratory where the teacher explains the different steps to analyse several soil parameters. These clips are edited in the studio where the teacher records his voice to complete the clip.

Benefits of their use.

The principal benefits of e-learning resources are that the students increase their motivation and satisfaction in the subject; they develop a critical awareness and their autonomous learning facilitates the development of abilities necessary for an engineer. The fact that one of the clips has had 13749 views is clear evidence of its use by students and other people around the world.

Other case studies and more info about the REC:all project, can be found here: www.rec-all.info. Also check out the [next webinar](#): "Reaction lecture: experiences and research on interaction in lectures at University of Groningen (the Netherlands)" on 9 September 15:00 CET!

Media and digital literacies in secondary school

By Reijo Kupiainen, University of Tampere, Finland and Department of Education at the Norwegian University of Science and Technology

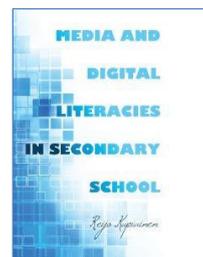
My recent book "Media and Digital Literacies in Secondary School" (Peter Lang 2013) examines young people's media practices and literacies in school space where these practices are mixed in the school environment and learning in different ways. The book pays particular attention to young people's creative media practices, from photography and video making to fan fiction writing and online role-playing, as these are activities that young people bring to the school as part of their identities, meaning making, and social lives. These practices are changing the media ecology of schools, making the schools' physical boundaries more permeable and creating new, unofficial spaces in them.



Reijo Kupiainen

Several studies have indicated that young people have learned their digital skills in informal learning contexts outside of school with their peers. It seems that the use of information and communication technology in schools seldom supports students to achieve 21st century skills. However, informal learning settings do not seem to be sufficient either. For example, some studies have found that even most of the upper secondary school students do not have the necessary skills for evaluating the credibility of information and good evidence of the so-called digital natives' generation that works collaboratively by using media contents and devices in a creative way is still missing. On the contrary, young people still seem to be more customers than producers of the media and are working more alone than with others.

But the world is changing and creative media practices is a new emerging phenomenon. In the book, the interest is on creative media production of young people in its own right. The book indicates that the school space is duplicated. It includes two learning environments, formal and informal, at the same time and these collide and tangle up in special media practices and literacies.



The book explores these practices and their relations to the schooling and school spaces that are called unofficial and official school spaces. These exist side-by-side at the school, making school boundaries more permeable and offering possibilities to resist traditional one-sided schooling while finding new ways to learn.

But teachers are still necessary as "colleagues" who set new learning settings and help students to enhance their critical skills and literacy practices. A new culture of learning involves a diverse set of student-teacher and student-student relations that arrange school spaces in a new way and make a bridge out of school to everyday youth practices. Today, learning is omnipresent, happening all around us.

The book is based on a study that was conducted in a Finnish public secondary school using ethnographical fieldwork during the 2009–2010 school year and was preceded by a quantitative survey.

You will find more information about the book [here](#).

Tools of the Trade Tablet Teleprompters

By Mathy Vanbuel, ATiT, Belgium

Recording presenters giving a statement on camera is often a problem when the text is difficult or the presenter's memory insufficient. An autocue or teleprompter can help. These are text displays that are set up in front of the speaker but out of sight for the camera, close to or in the ideal case even in front of the lens so that the presenter retains eye contact with the viewers. Teleprompters used in broadcast studios are not cheap and often difficult to handle, especially when shooting outdoors.



But here is now the Teleprompt+ (for iPad and iPhone) or its free Android counterpart Android Prompter. Both are cheap, simple but powerful teleprompters for use with tablets as a display device and/or as a remote control (the Prompter requires two similar devices to act as master and slave). Putting text into the app, adjusting the size and speed of delivery, controlling the scroll via Bluetooth are some of the essential features to look out for. You can also use the tablet's built in camera of course to do the recording, your hand held camera and prompter all in one... Also worth checking out are the handy free web based autocue apps that virtually run on everything, e.g. EasyPrompter. Using a teleprompter also helps to make your videos more concise, because presenters now will write out their words ahead of time.

Resources of the Month

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

- The [MIT BLOSSOMS](#) contains more than 50 math and science video lessons for high school. Every lesson is a complete resource that includes video segments, a teacher's guide, downloadable hand-outs and a list of additional online resources relevant to the topic.
- [Prepare for Success](#) is a free set of interactive multimedia learning resources to help international students prepare for life and study at university in the UK.
- [VideoScribe](#) is an application that you can use to create attractive whiteboard animations with stop-motion capture style.
- [Filmlinjen.dk](#) is an online teaching tool that provides information and production tools for practical film production in secondary education. Resource in Danish.



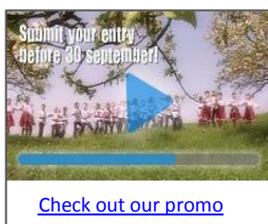
MEDEA News

Media & Learning Conference 2013 programme published

The programme for this year's conference taking place in Brussels on 12-13 December is now [available](#) and registration is [open](#). It features a line-up of expert speakers and practitioners who will explore the role of creativity and innovation in education and training against the backdrop of dramatic change in how, where and what learners learn. Priming the discussion will be Film Director Beeban Kidron, internationally recognized authority on digital and media literacy education Renee Hobbs, author of children's and young-adult novels Aidan Chambers and media curator Sian Bayne from the University of Edinburgh. They will be joined by Yves Punie from IPTS and José Manuel Pérez Tornero from the EMEDUS group. Highlights feature in the most recent [press release](#).

Final Countdown to MEDEA Awards 2013 begins

With just 4 weeks left to the closing entry deadline a call is going out to educational media producers all over Europe to submit their entries to this year's [MEDEA Awards](#). Entry to this competition is free and professional and non-professional producers are invited to enter all types of innovative educational media to Europe's premier educational media competition. The aim of the MEDEA Awards is to encourage innovation and good practice in the use of media (audio, video, graphics and animation) in education. The awards also recognise and promote excellence in the production and pedagogical design of media-rich learning resources and are particularly open to entries from European practitioners, organisations and production facilities.



Autumn/Winter webinar programme available

The programme for the Autumn/Winter series of one hour webinars led by the MEDEAnet project is now [available](#). The first webinar takes place on 5



September 2013, 4-5pm CET and is entitled "Introduction to Big Data and Learning Analytics". Led by Erik Woning from Kennisnet in the Netherlands, this session will help you to understand how observing trends and patterns in learners' online activities can help you to create more personalised learning environments. It will also introduce you to how organisations are using this data to better support teachers in a practical way. [Book](#) your place now!

Related Awards Schemes & Events

Media Literacy Conference in Croatia

A final conference entitled Media literacy for the 21st century will be held in Opatija, Croatia on 14-15 September 2013. This event is the final event in the one year IPA Project Media Literacy for the 21st century which involves two VET Graphics Schools from Zagreb and Rijeka and the Telecenter from Zagreb. This 2 day workshop will provide an overview of media literacy initiatives in Croatia as well as the general status of ICT use in supporting learning. It will report also on the concrete outcomes of the project. More information about the project is available [here](#).



MES 2013 Sheffield, Media Education Summit

The 6th national summit for media education across all sectors will be hosted this year by Sheffield Hallam University on 19-20 September. Confirmed keynote speakers include David Buckingham, Susan Orr and Natalie Fenton. Sarah Pink will present to the Media Education Research Journal pre-conference workshop. Themes include learning and teaching in the digital age, innovative pedagogy, and how media literacy and media education relate. For more information visit the [website](#).

Media and Film 2013 Conference, teaching and learning with film and media

Media and Film 2013 has been running for over 20 years. It offers a wide range of sessions for new and experienced teachers of A-level and GCSE Media Studies and A-level Film Studies. Media and Film 2013 is on 26 and 27 September 2013 at Ty Dysgu (UK). For further information, follow the conference [website](#).



Media Education Conference in Moscow

An international conference on media education will take place on 31 October and 1 November in Moscow. The main objectives of the conference are to promote the idea of modern media education in Russian and the international educational space and to create a favorable media and information environment for the development of media education. Find out more on [this page](#).



Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact the 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: news.media-and-learning.eu