



## Media & Learning News

### European Media Literacy Forum 2014



The First European Media Literacy Forum will be held on May 27 and 28 at the UNESCO headquarters in Paris. This conference is co-organised by UNESCO within the frame of the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) and will bring

together experts, teachers, media professionals, industry, audiovisual authorities, researchers, NPOs, and foundations with the aim of relaunching MIL policies at a European level. The main objective of the forum is to contribute to the proposal of recommendations for the inclusion of Media Education in European school curricula and the development of initiatives in the field of informal education and education for disadvantaged groups. You can find out more from the [Conference website](#).

### Develop your teaching practice in just 15 minutes per day, online and for free!

After the course "Innovative Practices for Engaging STEM Teaching" that started on March 17<sup>th</sup>, European Schoolnet Academy have now launched a course on "[Future](#)



[Classroom Scenarios](#)" with the aim of introducing teachers, head teachers and ICT coordinators in schools to concepts, tools, and exchanges about the future classroom. For a sneak preview of what they will be covering on the course check out this [video](#). This course is online, for free and lasts 6 weeks. You can sign up [here](#).

### Media Studies: new media and new literacies



Many commentators agree that the field of media studies will become more and more important in the coming years. The European Science Foundation (ESF) publication "Media studies: new media and new literacies" aims to meet the needs of research initiatives in bridging the methodological divides that can exist between the humanities and the social sciences by identifying a common, European research

agenda and specifying the institutional frameworks that would help advance the organisational cohesion of European media research. This ESF Forward Look publication has just been published and is available [here](#).

### New Video in Education study published by Kaltura

Kaltura Inc., recently published their inaugural State of Video in Education report, which provides an excellent overview on the use of video in education. The study's 550 respondents, who were surveyed online between January and March of this year, broadly agreed that video has a significantly positive impact on all aspects of the student lifecycle, from attracting and retaining students to enhancing learning, boosting learning outcomes and building stronger alumni relations. Respondents were drawn from the IT, digital media, instructional design, senior administration and



faculty departments of K12 and higher-education schools worldwide. Download the report [here](#).

### FilmEd website live

FilmEd is a one year European Commission supported study entitled "Showing films and other audio-visual content in European Schools – Obstacles and best practice" which aims to support the European Commission in its current efforts to develop a European wide media literacy policy, especially on the inclusion of European films in school curricula. It is being carried out by a Consortium composed by the Autonomous University of Barcelona, the European Think Tank on Film and Film Policy, CUMEDIAE – Culture and Media Agency and AEDE -The European Association of Teachers. The study will last until October 2014 and will cover the 28 Member States of the European Union, the EEA Member States and Switzerland. Visit the FilmEd [website](#).



### European Commission will reward 150 eTwinning teachers and students



On 8 April the European Commission and the European Parliament will reward 150 teachers and

pupils for their outstanding achievements in developing European collaborative projects via [eTwinning](#).

During the event the winners of the [eTwinning Prizes 2013](#) will be awarded in three main categories based on the age range of pupils. These main prizes are sponsored by the European Commission. In addition to the age categories, there are also special categories, divided into projects promoting cultural understanding, STEM (maths and science) and the main European languages.

### Special Journal Issue on Games for Learning

International Journal on Interaction Design & Architecture(s) - IxD&A has recently published a special journal on the topic of Games for Learning with guest editors, Kostas Karpouzis, Ginevra Castellano, Rilla Khaled and Evangelia Dimaraki. It is now available for free [downloading](#).



## Featured Articles

### Using Primetime Fiction to Teach Politics in the Classroom: TV series The West Wing and Borgen as Media Resources

by Maria Cervera, development executive at Plano a Plano, Madrid, Spain

TV fiction can in many occasions feel closer and bigger than life itself. It comes as no surprise that social sciences educators make use of TV fiction's attempt to reflect social dynamics in its plots to successfully exemplify different kind of concepts and problematics. This becomes especially relevant for students receiving their first conceptual approach to essential social issues, such as political structures, as we analyse here.



Maria Cervera

In order to become active participants in their democracies, young adults are expected to





develop a sense of how national and international political structures work and what the elements are that help configure them. In some countries such as Spain, politics have accumulated increasingly negative connotations. Disappointment and lack of democratic participation among younger generations has escalated. Hence, finding a way to encourage political discussion and rebuilding trust in political structures starting with young adults has become crucial.

Paradoxically, since they are constructions, fiction characters feel frequently easier to relate to than real-life people, but, to the educators' advantage, they are also easier to analyse. As well, good storytelling structures manage to retain the audience attention and eventually awake their curiosity for the stories and presumable facts they portray. However, it is crucial for the students to learn to identify drama constructions. In a Media Literacy effort, educators need to help the students analyse what are the tools used to tell the story and what kind of reactions they provoke in the audience, not only in fiction narratives but also in other supposedly non-fictional genres.



From this perspective, I defend the use of two of TV's most successful political primetime dramas as media resources for political education in the classroom: US drama *The West Wing* (NBC, 1999-2006) and

Danish series *Borgen* (DF1, 2010-2013). Although quite different, both dramas deal with the ins and outs of the Presidential Cabinet's work in their respective countries and also portray the always-evolving relationship between government and media. Using both an American and a European show as a reference should allow educators to encourage discussion about the different political systems and also about their diverse approaches to global issues.

*Borgen* and *The West Wing* present a healthy compound of practical tools that can be successfully employed in the classroom: idealistic speeches, carefully constructed debate scenes and plots involving local and international actual events but also the difficult balance between family and work and the private and public sphere.



These two shows might help teachers boost students' interest in topics they usually feel too far away from their lives, but also offer helpful insights to learn how to interpret a reality filtered through the media. This concerns not only traditional fictional narratives, but also includes journalistic and documentary accounts. The latter often employ hidden fictional narrative tools. Identifying them constitutes an important part of the subject of Media Literacy.

### EUROVISION ACADEMY Master Class on Digital Media Literacy

By Nathalie Labourdette, Head OF EUROVISION ACADEMY



Nathalie Labourdette

We live in a digital world where having the technical skills to use the latest media technology, and the cognitive and creative skills to engage, create and participate are an essential part of being a modern citizen and consumer.

Media literacy used to be a specialist subject. Today, it's an essential life skill and the promotion of media literacy and digital skills are central to the European Union's Digital Agenda – Europe's

strategic plan to maximize the social and economic benefits of information and communication technologies by 2020. All segments, from media and education to commercial and cultural sectors, stand to benefit from a digitally competent and confident society.

In 2012 the European Broadcasting Union (EBU) – the European alliance of public service media organisations – published its Viewpoint '[Empowering Citizenship through Media Literacy: the role of Public Service Media](#)' outlining the unique role that Public Service Media (PSM) have to play.

As a follow-up in 2013, the EUROVISION ACADEMY - operated by the EBU - launched a programme of master-classes to help PSM across Europe realise their unique potential to promote Digital Media Literacy and bring together a range of stakeholders to help the widest possible audience develop good Digital Media Literacy skills.

With participants from a variety of organisations and professional backgrounds, from content creators and policy-makers to academic researchers, the master-classes are designed to establish what Digital Media Literacy means to PSM and to their partners, and explore how to create great Digital Media Literacy projects that benefit the whole of society.

Taking a strategic but practical approach, the master-classes begin with an in-depth exploration of the core elements of Digital Media Literacy before mapping those core elements to audience needs. By studying a range of existing best-practice case-studies from PSM and other stakeholders, participants examine the most effective way to reach and influence particular audiences. As part of the master-class, participants learn about the essential components of an effective Digital Media Literacy strategy, before moving on to develop their own strategy and creative ideas.

The next master-class in this series will take place in Geneva on 12th and 13th June. Led by media literacy specialist and Eurovision Faculty Academy Member, Martina Chapman, it will focus on developing a digital media strategy and project ideas for younger audiences. As former Editor for Media Literacy for BBC, Martina has first-hand experience of promoting Digital Media Literacy from the perspective of a Public Service Broadcaster and she will be joined by expert practitioners who will also share their experiences in this area.

So if you work in the area of digital media literacy, safeguarding children, or education and would like more information go to the [EUROVISION ACADEMY website](#).

### A Case Study in Building Media Literacy Skills via Hands-On Production Experience

by Julia Griffey, Associate Professor of Interactive Digital Media, Webster University School of Communications, USA

American youths have an increasingly voracious appetite for media. According to a 2010 study by the Kaiser Family Foundation, in 1999, children aged 8-18 spent an average of 6.19 hours per day with some form of media. In 2012 that number increased by almost 20%, with this age group now spending over 7.38 hours per day with some form of media. For some, this is more time than they spend sleeping.

While there are several positive aspects to media exposure, excessive media consumption has many negative implications. Studies have shown that youths who spend more



Julia Griffey



time with media report lower grades and lower levels of personal contentment. When younger children are continually exposed to mature content beyond their years, it leads to a “disappearance of childhood.”

Media education has been cited by various experts as a solution to combat some of the harmful aspects of excessive media exposure. As a result, many school-based media literacy programs have emerged since the 1990s with tremendous variation in approach, point-of-view and emphasis.

One approach to media education is to offer students a hands-on experience, as the knowledge of media production processes does appear to be related to increased awareness of the constructed nature of media messages and the ability to identify an author’s motives, purposes and point of view. The challenge in taking a production-oriented approach is that generally teachers do not have much experience in designing and managing whole-class media production activities.



When teachers or outside experts do offer production-based experiences, generally these are of a linear form (videos, animations, etc). However, so much of the media consumed by our youths is of a non-linear form (games, apps, web sites, etc.), therefore non-linear media production experience is extremely valuable for comprehensive media education.

In 2013 I designed and deployed a nine-week hands-on workshop in non-linear media production for 3rd-5th graders with the intention of enhancing their non-linear media literacy. Our project was to design and develop interactive digital stories.

After preliminary concepts were introduced, the workshop activities followed a typical interactive media production process. We began by studying simple examples to help explain what we would be making. Then we split into production teams and held a brainstorming session to generate story ideas. Next the teams wrote and mapped out the story. The storyboarding evolved organically as the students often drew pictures of the action within the flowcharts.

After the flowcharts and storyboards were complete, students began illustrating. They made composite images by posing in front of a green screen and superimposing these images with their hand-drawn illustrations. We then imported the images into Powerpoint, and finally students authored links to facilitate interactivity.



The resulting interactive stories were wonderfully creative and the students were very proud of their work. Comments made by students in video interviews demonstrated a better understanding of interactive digital media and how they are made. As evidenced by student attendance and enthusiasm and parent feedback, the workshop was very enjoyable for all who participated.

## Tools of the Trade

### StopMo Studio



The [National Film Board of Canada](#) developed a stop-motion animation application called StopMo Studio. With this app everyone from beginner to pro can create stop-motion film in a simple and exciting way. Its many powerful but easy to use functionalities encourage creative filmmaking

and make learning the concepts of film and animation easy.

StopMo Studio is based on the expertise of professionals. Its set of tools contains image capturing at various speeds, time-lapse, use of front-and-rear-facing camera of your device, onion skinning and a grid that is helpful for positioning. Even editing, audio recording and adding a soundtrack can all be done within the app, with its 4-track audio mixer on-board. Furthermore the user can apply visual as well as audio effects (fades, titles, layering, adding stills and drawing over screen). The final product is encoded in Mp4. Publishing happens straight from the app on YouTube, Facebook or Vimeo. (iOS only, not free).

## Resources of the Month

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

- [i@ School](#) is a multimedia project by [i@school](#) Mediaraven, for students in the first grade of secondary education, and aims to promote the use of media in the class.
- [fragFinn](#), the children’s search engine <http://www.fragfinn.de> lets children between the ages of 8 and 12 years search a secure online environment featuring up-to-date websites.
- [Animation techniques](#) is a video where you can see different animation techniques.
- [PowToon - video creation](#) is a nice service for creating explanatory videos through a drag and drop process.



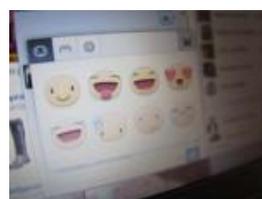
## MEDEA News

### First Keynotes announced for Media & Learning Conference 20-21 November

Organisers of the annual Media & Learning Conference held this year on 20-21 November in Brussels are happy to announce the names of their first 2 confirmed plenary speakers. The first is Lord David Puttnam, renowned independent producer of award-winning films, Chancellor of the Open University and champion of the creative arts in education. He will be joined by Stephen Howell, Academic Engagement Manager from Microsoft who is a passionate defender of teaching programming to pupils from an early age. Stephen will lead discussion on one of the key themes for this year’s conference which is on programming and the extent to which teaching students how to programme provides them with the necessary tools to be creative. The main theme for this year’s edition of the Media & Learning conference taking place on 20-21 November is: “From passive to active use of media in teaching and learning”. The deadline for submitting your ideas and suggestions for the conference this year is 31 May – find out more from the conference [website](#).



### MEDEAnet Spring webinar series



The next webinar in the MEDEAnet Spring webinar series will take place on Thursday 10 April at 16 CET. The title of this webinar is [Digital Ethics](#) and it will include inputs from Donald Heider, Professor at the School of Communication at Loyola University Chicago and founder of the new



Center for Digital Ethics & Policy in the USA and Natasha Whiteman, Lecturer in Media and Communication at the University of Leicester in the UK with a strong research interest in the study of media fandoms and videogame cultures on the Internet and the ethics of contemporary media audiences. The final webinar in this series is [Social Media Use in the Classroom](#) which will take place on 15 May.

### Media & Learning Association webinars

The series of webinars run by the Media & Learning Association on video supported learning in higher education continued with a well-attended webinar on cost-effectiveness on April 3 which included presentations from Thorleif Hallén, Senior adviser from UNINETT in Norway and Leon Huijbers, Head of the Library NewMedia Centre from the Technical University of Delft in the Netherlands. A recording of this webinar will be on the [association website](#) shortly. The next webinar in this series takes place on 8 May and will address Open Educational (Video) Resources and open licencing.

### Related Awards Schemes, Training Opportunities & Events

#### OCW Global, 23-25 April, Ljubljana



The OCW Consortium global conference is the annual opportunity for researchers, practitioners, policy makers and educators to deeply explore open education and its impact on global education.

During the annual conference, Awards for Excellence in Open Education will be presented. The theme for this year's conference is "Open Education for a Multicultural World" and it will take place on 23-25 April in Ljubljana, Slovenia. For more information please click [here](#).

#### 11th EdReNe Seminar in Athens on 6 May

The 11th EdReNe Seminar to be held on 6 May in the Hellenic Ministry of Education & Religious Affairs, Athens. This seminar will address three key themes: Linked Educational Data; Social Data; Personas and scenarios of digital content for education. If you would like to take part, register before 14/4/2014 on this [link](#).



#### Media Education Futures 8-9 May, Tampere



The International Conference on Media Education Futures highlights participation, well-being and citizenships as the current Nordic perspectives in media education

and discusses media and information literacies contributing to intercultural dialogue. The goal is to display and promote research in the field along with the practices of media education. The conference is aimed at researchers in the field, as well as international and national educators, organizations and actors in the fields of media education. The conference will take place on 8-9 May in Tampere, Finland. For more information click [here](#).

#### Future of Education 12-13 June in Florence

The Future of Education Conference aims to share good practice and promote transnational cooperation in the field of education. This conference now in its 4<sup>th</sup> year is also an excellent opportunity to present previous and current educational projects funded by the European Commission and by other sources. The deadline for the Call for Papers has recently been extended to 12 April. Find out more from the conference [website](#).



#### Video Experience Conference 17-18 June, New York

Kultura Connect brings together thought leaders and technologists for two days packed with great content and networking opportunities. With sessions, panels and roundtables from industry thought leaders and cutting edge technology experts, they will cover hot trends such as social video, video marketing, live video, mobile & HTML5, MOOCs, webcasting and OTT, as well as important content strategies to keep users engaged and maximize revenue. Kultura Connect will take place on 17-18 June in New York, USA. For more information click [here](#).



#### EADTU conference 23-24 October, Krakow



The Open and Flexible Higher Education Conference 2014 entitled "Online learning and the future of Higher Education" is hosted by AGH University of Science and Technology in Krakow, Poland. The conference addresses three main themes: New

opportunities by open and flexible education, Innovative pedagogical models for course design and Curriculum Innovation: the impact of online teaching and learning on the organization and the cost-effectiveness of curricula. Abstracts should be submitted by 2 May. For more information visit the [website](#).

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