



Media & Learning News

Media literacy forum in Paris



The First European Media Literacy Forum will be held on May 27 and 28, 2014 at the UNESCO headquarters in Paris. This conference is funded by the European Commission and UNESCO into the Media Literacy Action, and co-organized by the EMEDUS Project and the Gabinete de Comunicación y Educación (UAB), within the frame of the Global Alliance for Partnerships on Media and Information

Literacy (GAPMIL). The [Forum](#) will bring together governments, audio-visual authorities, institutions, experts, teachers, media professionals, industry, researchers, NGOs, and foundations with the aim of promoting media and information literacy in Europe, discussing MIL policies at a European level and fostering cooperation and initiatives at national and European levels.

EMMA: a brand new multilingual MOOC Platform for Europe

12 leading universities and companies in 8 European countries announced the launch on 14 April of the new EMMA project which will provide access to MOOCs in different languages and supported by automatic transcription. The first EMMA MOOCs will go live in September 2014 and are provided by universities in Italy, the Netherlands, Portugal, Spain and the UK on subjects as diverse as Business Management, Social Innovation and Cultural Heritage, Climate Change and Searching on the Internet. Find out more [here](#).



EducatorLabs: Seeking resources for educational toolkit



[EducatorLabs](#) is creating a resource toolkit for educators to help them effectively use technology

in the classroom. This toolkit will include lesson plans, learning guides, references, field trip suggestions, as well as other materials. If you would like to contribute to this platform or obtain more information please click [here](#).

e-Skills for jobs 2014 joins the International Girls in ICT day

Women are under-represented in ICT jobs across Europe. They represent less than 30% of the ICT workforce as a whole, and only 19% of ICT managers. Only 9% of European app developers are women and they account for just 20% of computing graduates.



DIGITALEUROPE (European IT industry associations), ECWT and European Schoolnet (European network of Ministries of Education), joined the annual International Girls in ICT Day organized in several countries (Bulgaria, Czech Republic, Germany, Hungary, Iceland, Lithuania, Slovakia and Poland) in order to maximize European efforts to attract more girls to STEM careers, to support women entrepreneurs and to attract and retain more girls and women to digital jobs. More information [here](#).

Use of Video in elementary schools on the rise in the US

A recent article by Paul Riisman on the state of educational video at all levels of education produced by Streaming Media.com highlights how the use of video is really on the rise in elementary/junior schools in the US. Providing instances of video use in sports and cultural studies this article makes it clear that video has an important role to play in teaching at this level. The other major trend picked up in this article is the move to flipped classrooms. Read the full article [here](#).



Review of European Media Literacy in Connections highlights weaknesses

The April edition of Connections/MediaLit moments from the US Consortium for Media Literacy provides an interesting overview of the state of play in European Media Literacy Policy highlighting amongst other aspects the current lack of a common definition for media literacy in Europe. Quoting from a number of relevant reports and research outputs, this article traces the development of media literacy thinking in Europe in recent years. You can read the article in the April edition of this [newsletter](#).



Featured Articles

Most young people go online for fun - but they want to learn more...

by Alicia McGivern, Head of Education at IFI, Dublin, Ireland

From our recent survey on media usage among 12-13 year olds in Ireland, it came as no surprise to learn that the most common reason cited for going online was fun. However, findings also revealed that school work scored just as highly, as did social networking. Not discounting social desirability implications of the 'school work' response, our findings confirmed what anecdotally we already knew - that this particular age group, officially too young for Facebook, is active on social networks and the internet and for a variety of reasons.



The [12-13 Project](#) carried out by the Irish Film Institute (IFI) between October 2012 and May 2013 aimed to map the media usage of this age group in Ireland through an online log to be completed over a finite number of days. The findings would then inform several media literacy interventions which would be delivered at a variety of locations around the country and draw on the expertise of local media providers and professionals. While the primary activity of IFI is cinema exhibition, at the same time we are conscious of the multi-platform ways in which young people today access film. The EU Kids Online Survey has provided invaluable information on young peoples' online habits across Europe. We were hoping that our small project would tell us a little more about their use of other media such as film, TV and radio - and whether

media literacy interventions would affect any behavioural or attitudinal change.

Initially setting out to connect with out-of-school media experiences, including film watching, we wanted to find out the nature and duration of media-based activities, the skills and competencies, and the awareness and understanding of internet safety, amongst our target group. The age range was very particular, falling as it does in Ireland between primary and secondary school, when moving up involves a transition to a very different learning environment. Just as media literacy could provide a transactional learning space between in and out of school, perhaps it could ease transition to more demanding curricula or confidence-building in the challenging teen years. Equally we wanted to facilitate a positive engagement with media, when so much that is published about young people and media inclines towards the negative. This is not to underestimate the role that social networking may have played in serious or tragic occurrences, but rather to acknowledge its place in teen communications and to encourage discussion around issues of safety, with a view to promoting more discerning use.



From the findings of our online survey, we could surmise that the average 12-13 year old in Ireland used a mobile phone mostly to send texts, would go online each day and they would watch TV. Over half could adjust privacy settings, half would play games. In

other words, the young people who took part in our research were to varying degrees media-savvy. Our follow-up media interventions in radio, web design, TV and filmmaking, which also included input and discussion on online safety, offered further confirmation of the participants' media skills but most significantly, their interest in furthering them. As with our previous research project, Film Focus, and the numerous other research projects that are being carried out by other bodies in this highly pertinent field, we get repeated confirmation that active media engagements excite and motivate young people and they want to learn more. Curriculum developers, youth work and education funders, please take note. For further information on the 12-13 Project or Film Focus please go to www.ifi.ie/learn/

Students' documentaristic glances through the VideoMuseums programme

by Maria Leonida, Film Director and Media Educator, Athens, Greece

The aim of this article is to present a programme which acquainted students of Gymnasiums and Lyceums (13 to 18 year olds) with team production of short documentaries in Greece. This programme, entitled 'VideoMuseums: recording traces of our subjective culture' was based on the setting up of filmmaking workshops, with students, trained teachers and filmmakers.

How many films have today's adolescents actually seen in a movie theatre? Is it any different to them watching a film on the big or the small screen? Are they really able to narrate the plot of a full-length movie? Surely, the answers would be various and diverse and would reflect both their family and social surroundings, but also point to the fact that there might be some distance between what they imagine and what we might have in mind.



Maria Leonida

The experience from the students' productions along with the question, "Can the documentary be an educational tool?" urged us to define the kind of tool we were talking about and how it could balance its teaching and wider pedagogic use. The VideoMuseums programme was a way of utilizing the documentary as a prompt for deeper reflection regarding school, both as the particular premises and the people interacting in there. It was about a gradual introduction of cinema language in the school class and school practice with the participation of numerous students, but also about training the teachers in processes similar to those of Research Projects, which are so up-to-date again in our country.



The idea of the programme is based on the capability of each one of us to present through our perspective something from our surroundings which we believe is worth preserving for the future. In this way, we promote democratization of the supervision of an exhibition and even more so, not in a



proper museum but in a smaller juvenile one, probably and with a different display method. A museum which would be interesting to visit in 10, 20 or 30 years to help us realize what concerned the young people of a region some time back. Within this context, every group of adolescents was free to propose their own solutions on the chosen topic. The choice of



perspective was one of the most important issues they had to tackle: it is not enough to decide that the topic treated would be the lack of communal spaces, for example. Then, promoting strategies had to be decided upon, as

well as the kind of images and style to be used. It is likely that a young person from Acharnes (a multicultural working class suburb) have other things to say compared to a teenager residing in Psychiko (an upper middle class suburb).

This means that VideoMuseums encourages students to observe more carefully and subjectively their space, their daily routine and their choices, learning simultaneously how to express themselves with the tools of image and sound. This project became an exhibit in the virtual "VideoMuseum" of the participating schools and you can view it [here](http://www.ifi.ie/learn/).

Creative Classrooms: Insights from Imaginative and Innovative Teaching in Ireland, North and South (CCIT)

By Céline Healy, National University of Ireland, Maynooth, Ireland

This project was inspired by the European study Scale CCR which was commissioned by the European Commission to inform the Digital Agenda. Our research seeks to add to this by exploring the context in primary and second level schools in Ireland, north and south of the border. It explores teachers' perceptions of creative teaching, what creative teaching looks like in practice, how and why teachers use it and what might encourage or hinder its use. The research team is composed of primary and second level teacher educators from four universities and a teacher training college from both sides of the Irish border.



Céline Healy

It is a small scale project involving 12 primary and post primary schools north and south of the border. Three teachers and the principal from each school are interviewed and we are also sitting in on their classes, observing practice. We are still engaged in fieldwork so this is a sharing of some of our preliminary observations and findings with relation to primary and second level teachers' opinions on creative teaching.

Our initial readings of transcripts indicate that teachers consider creative teaching to be an approach to teaching and learning that engages learners in active learning. Creative teaching is about the learners doing. Teachers perceive their creative teaching to lead to their learners' active learning

Our interviewees highlight the fact that creative teaching involves collaboration. Two types of collaboration. Firstly, collaboration between the teacher and his/her learners. The teacher and the learners working together

SCoTENS THE STANDING CONFERENCE ON TEACHER EDUCATION, NORTH AND SOUTH

to foster better learning. This view is reflected in our lesson observations which indicate quite a widespread use of Assessment for Learning strategies, in particular the sharing of intended learning outcomes at

the beginning of the lesson. The emphasis is on teachers and learners working together to achieve their projected learning outcomes.

Teachers also emphasize creative teaching as involving collaboration between learners. Tasks and activities are planned to encourage learners to work co-operatively and collaboratively together to enable them to teach and learn from one another.

This is echoed in what 'Samantha' says: 'For me, creative teaching, students are engaged, they're on task. There's sound. There's noise in the classroom. They're talking, they're learning from one another.' Samantha, School 1, Interview 2.

Teachers believe creative teaching involves the engagement of learners' intrinsic motivation. It's an approach to teaching and learning that encourages learners to participate, makes them want to learn, by enabling them to see the point of what they are doing. To this end, teachers focus on using creative teaching to enable learners to make connections between classroom practice and the outside world.

Although they acknowledge the usefulness of ICT in creating motivational, engaging activities and tasks they stress that it is just one tool in repertoire of approaches.

Even where ICT is identified as being key to creativity it is acknowledged that it needs to be supported by teacher creativity and reference to the world outside the classroom.

'You do need good IT resources, it is key. It opens up a world of resources....But like I said, I think you need a creative mind outside the classroom, constantly asking – how can I bring this interesting situation into the classroom? How can I use it? Or work in reverse, pick a topic and say – how is this relevant to me? You need to be constantly thinking about it. I think that's the main key.' Eileen, School 2, Interview 2

Our preliminary findings highlight active learning, collaboration and motivation as being central to the use of creative approaches to teaching and learning in primary and second level schools, north and south of the Irish border.

Tools of the Trade

Making videos from your photos and videos is fun and easy

Replay (from app builder Supeflix) brings photos and videos together in a single video that looks like a flashy slideshow.

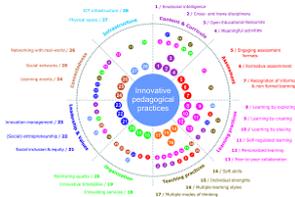


Replay is somewhat similar to the popular Animoto mobile app. Like Animoto, Replay is very easy-to-use: select the items you want to include, the app then offers you options to choose filters, themes or background music, and helps you to put the photos and videos in the order you prefer and add titles or tags. [Replay](#) is currently available only for iOS but an Android version will follow. [Animoto](#) is available for both as well as for the desktop.

Resources of the Month

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

- [Multimedia Development – Controlling Audiovisual Objects](#) aims to provide participants with the skills to build successful multimedia projects. 
- [Anim 2.0](#) is a website dedicated to animated films: it includes a serious game, a creative module and educational complementary elements. 
- [SoundClick](#) is a free music community offering free member profile pages, mp3 downloads, streaming audio and video, music charts, custom radio stations, a proprietary music store, message boards, lyrics and music e-cards. 
- [Pixorial](#) is an online video creation tool with an intuitive user interface. All basic accounts include 7 GB of free storage, enough room for about 150 average-length videos. Pixorial also offers a free plan to educators that provides 30GB of free storage. 



MEDEA News

Call for submissions to Media & Learning Conference

The call for ideas for the Media & Learning Conference taking place on 20-21 November will close on 31 May. We are interested in receiving your suggestions for discussion topics, presentations, demonstrations, master classes and workshops but remember they need to be closely related to the conference themes. If you would like to discuss a suggestion or an idea you have for the conference then click [here](#), we look forward to hearing from you!





May webinars on Open Licensing & Social Media



You are invited to take part in the next Media & Learning Association webinar on the [Open licensing of content in Higher Education](#) taking place on 16 May, 15h CET. Following this on 22 May at 16h CET there will be a webinar entitled [Social Media Use in the Classroom](#) organised by the

MEDEAnet project. Both are free to participants.

MEDEA Awards 2014 open for entries

The call for entries to the [MEDEA Awards 2014](#) has been announced. The aim of this annual competition is to encourage innovation and good practice in the use of media (audio, video, graphics and animation) in education. Last year the awards received over 340 high-quality submissions, of which 6 winners were selected and presented in the MEDEA Awards ceremony that took place during the Media & Learning Conference. The deadline to submit your entry is 30 September 2014. Entries can be submitted in English, French, German, Italian, Polish and Spanish, professional as well as user-generated projects can be submitted. The call for judges is also open. The MEDEA Awards Jury is made up of over 100 professionals working in the media and learning sectors. To find out more about being a judge, please click [here](#).



Membership rising in Media & Learning Association



Novi Sad School of Journalism in Serbia became the 20th member of the Media & Learning Association in April. Novi Sad is very experienced in advocacy in

the field of promotion of human rights and democratic reforms as well as in education of journalists and for the past ten years has also been working on raising the profile of media literacy education in Serbian schools. Meanwhile the association is building up the services offered to members with the recently launched series of webinars and project submission under the Erasmus+ call. To find out more about becoming a member, visit the association [website](#).

Related Awards Schemes, Training Opportunities & Events

Video Remix Competition – Deadline 25 May

Join Europeana Video Remix – a competition for the most captivating compilation of Europeana collection. Choose a topic, download images, pictures, sound, video files or archive footage in a digital format, edit, create and share your own story.



Compose a brief video, submit a link to it and win great prizes. Participants willing to face the challenge, or completing a school assignment, may download the historical content available in public domain or under Creative Commons for creative reuse. Submitted videos may be entirely or only partly based on the sources found in Europeana and related websites. Find out how to participate [here](#), deadline for submission 25 May.

ICERI2014: 17 – 19 November, Seville



ICERI2014, the 7th International Conference of Education, Research and Innovation, will be held in Seville (Spain), on 17-19 November, 2014. ICERI2014 provides a platform to discuss the latest developments in the field of teaching and learning methodologies, educational projects and innovations and new technologies applied to Education and Research. Last year's edition brought together more than 700 attendees from 75 different countries. Find out more [here](#).

Quantum Spinoff contest for Flemish teachers

In Flanders two projects are working together to engage secondary schools in innovative science teaching; the Quantum Spinoff project which aims to bring quantum physics, fundamental research and high technological enterprise to the classroom and Open Discovery Space (ODS) which supports eLearning in schools helping to increase the use of technology in the classroom. They are currently running the Quantum Spinoff contest with a deadline on 15 June. The four winning schools will receive a FREE place for a science teacher to attend the Quantum Spinoff summer school near Athens, Greece from 13-18 July 2014. Find out more [here](#).



KODU KUP Launched for Europe



European Schoolnet and Microsoft recently announced European Kodu Kup, a new school competition that will

encourage pupils to design games and take their first steps in coding in a fun and engaging way. Kodu Kup Europe highlights the role played by game-based learning to strengthen digital skills, collaboration and new thinking for young Europeans. Pupils will be challenged to develop their own games by working in teams and learning how to create imaginary worlds, modelling and simulations. National finalists will be invited to a Coding Camp held in Brussels on October 2014 at the Microsoft Innovation Center during the European Coding Week where a regional competition will be held. Applications must be submitted by 15 September 2014. More information is available [here](#).

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