Media & Learning News

September 2014 Issue

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Learning with and from media produced by young people

The book "Youth Media Visions, Conversations Across Cultures" curated by Laia Solé and Jordi Torrent is the result of an international symposium and workshop held by Youth Media Visions in 2013. Its main purpose was to explore the pedagogical potentials of learning with media in formal and informal educational settings. The book is intended to be a resource for people interested in using and exploring youth media, education and creation of video, and illustrates the work, activities and thoughts of seven different youth media initiatives. For more information see here and read the book here

Using Media at the 5th Andros Summer school

The 5th Summer School 2014 took place in the Greek island of Andros from 21-26 of July and was organised by the Hellenic Network of Open and Distance Learning to focus on innovative teaching methodologies. Various methodologies using media, in or outside the classroom were presented by professors and tutor-counselors from the Hellenic Open University, the University of Athens, the University of Crete and the University of Ioannina. Topics included the use of animation in class, Digital storytelling, Flipping classrooms, Web2.0 tools for collaborative learning and Creativity in the modern school. Find more information here and view the program here.

Submit your entry to the 2014 MEDEA Awards: submission deadline 30 September 2014

The final call for entries to the MEDEA Awards had been announced and everyone interested in submitting is reminded that the deadline for receipt of entries is 30 September at 12.00 Midnight CET. These awards recognise excellence, innovation and good practice in the use of media (audio, video, graphics and animation) in education. Both user-generated and professionally produced entries are welcome. Find out more from the MEDEA Awards website, don't delay, apply today!

Final version of the Paris Declaration on Media and Information Literacy

UNESCO and its partners have recently announced the final version of the modified Paris Declaration on Media and Information Literacy. Further information, resources and contacts can be found at the UNESCO Media and Information Literacy website. Further information about the second edition of the Forum, which will be hosted by the National Autonomous University of Mexico (UNAM) will be made available shortly. For more information about the Media Literacy Observatory launched by the EMEDUS Project visit their site for the latest publications, databases and videos. Researchers can contact the organisers at europeanmedialiteracyforum@gmail.com.

TOP UK School puts lessons free on iTunes

The BBC is reporting this week on how a leading independent school in the UK has taken the decision to make dozens of its courses available online through Apple's iTunes U service. The school called the Stephen Perse Foundation has been building digital support materials for each subject, including video, audio, written materials and links to online resources. These digital text-books, produced by teachers for their specific lessons, form a library of materials for pupils to follow in class and for revision. But from the new school year, these materials developed for this fee-paying school are being made available free online for students in the UK or anywhere else in the world. Visit the school website here.

Google releases educational tool: Classroom

Google Classroom is a free product for schools designed in collaboration with teachers to help create and organise their lessons and assignments. Classroom allows teachers to send announcements or projects and start class discussion, while students can share resources with each other or provide answers to questions on the stream. The tool can keep track of which students have handed in assignments and teachers can provide feedback and marks directly to students. Google classroom claims the tool is a time saving solution, easy to use, safe and with no advertisement.

First Vidusign creative videos for the deaf are now online

The ViduSign project uses video to engage young deaf people to learn about video as a tool for creativity, communication, and development of ICT skills. The mission of the project is to enable European deaf communities to use creative video for teaching, learning and communications. The project has developed the first video projects for the deaf community over the summer. Visit the ViduSign YouTube channel to view the videos that have been published so far.

Featured Articles

Charting Media and Learning in Europe 2013 – MEDEAnet report

By Tânia Vargas, ATiT, Belgium

The last report of three which aim to show the status of media and learning in Europe has now been published. These reports are important outcomes of the MEDEAnet project which involves 8 partners in 7 European countries.

The aim of MEDEAnet is to promote media-based learning to organisations and practitioners through local training and networking events, online resources and knowledge sharing. MEDEAnet exploits best practices emerging from the MEDEA Awards, is part of the organisation of the Media and Learning Conference and supports the Media and Learning Association.

Tânia Vargas

This series began with a review of the status of media-based learning and education for media literacy. The second report addressed how media education and literacy are dealt with in the curricula of the countries of the consortium. This final report focusses on the degree to which training in media literacy is available to trainee and in-service teachers, adult educators, trainers and academic staff.

In Belgium, the reader learns that there is a lack of access to media content in education although it points out that this may be partially solved with the launch of resources via the new VIAA project. The report emphasises the role that teacher training could have in Belgium in raising interest and competence in media education and literacy but regrets what is described as a theoretical approach with a lack of practical elements.

In Germany, the integration of media literacy in the curricula in pre-primary, primary and secondary education remains quite limited. The report also shows that it is unlikely that there will be big changes in this regard in the near future. It also stresses the importance of training for teachers at all levels to ensure that media literacy and media-based learning play an essential part in education.

In Greece, the integration of media education as a part of the obligatory education curriculum and in teacher training is a strategic goal in education policies. The report authors highlight the view that the Greek education and training system faces serious challenges in terms of its quality, effectiveness and capacity to ensure a successful transition of young people to employment.

In Estonia, the research team argue that the education system has faced and solved many problems regarding media literacy. They noted that a positive attitude towards media education can successfully be created during pre-service training and supported with periodical in-service training programs.

In Romania, while the school curriculum study showed a fairly good presence of media and learning recommendations, teachers' initial and in-service training remains focused on ICT and e-learning skills rather than on media education and media literacy.

In Austria, the sixth country analysed, more and more training opportunities addressing media literacy are being offered and there is a growing exchange of best practice examples concerning the use of media in education.

Finally, in Bulgaria there is a need to plan and organise training in a more methodical way on the basis of known training needs and specific objectives, defined in the field of media teaching and learning for the respective education sector and provider.

In general, media literacy is gaining more relevance in Europe. However, there is still a need to provide young people with opportunities to use media during their years at school. Teachers are not yet prepared to address this issue, focusing too much on theory and forgetting practice. Teacher trainers are important role models in this respect and in general terms the report finds that they need considerable support when it comes to media education and literacy in order to be effective agents of change.

Studying with recorded lectures: How does it make sense?

By Ilkka Kukkonen, Development manager, Aducate - the Training and Development unit of University of Eastern Finland, Finland

Many studies have indicated that lecture capture may support learning but there is still room for the development of effective pedagogical practices. In our recent case study we supposed that Weick's (1995) sense-making theory may shed light on how students make sense of recorded lectures. Students were asked to watch recorded lectures and complete related statistical assignments in pairs. On-screen activity and collaboration was recorded and eye tracking was used

Ilkka Kukkonen

to indicate the most used features and regions of the user interface. From this data, we identified teacher and peer influence on how student makes sense of recorded lectures.

According to our findings, teachers play a key role in guiding students' attention to specific issues on the recording. Eye tracking data clearly indicated that teacher's mouse movements together with verbal requests to viewers can serve as hints for students that in this specific sequence on the video there is something worth noticing. In other words, teacher's actions serve as interruptions that stir up students from their habitual act of watching recorded lectures.

Video data from the same research setup revealed that also peer students interrupt habitual watching but their means are different. They asked questions that made other students stop and clear their thoughts in order to give a reasonable answer. If the one who asked the question was unsatisfied he challenged his peer to reason and explain it again. This often led to a spirited discussion where students had to re-evaluate their first impressions and their previous understanding. When we compared this kind of action to students' performance, we found that especially pairs who differences in mathematical skills had performed better than expected. It seems that it's not that important for performance whether the students reach a level of accurate understanding, but that the discussion is active and continuous around the topic. Students need to verbalize their understanding, and thus, expose it for criticism. In a way they work as co-teachers for one another, and thus both members may create deeper understanding of the topic.

We also analysed student's problem-solving strategies from captured eye tracking data. Just viewing the recording does not directly contribute to learning. Imitating and copying teacher's actions while solving statistical problems was not seen as an effective learning strategy. On the contrary, the learning strategy of returning to recordings for revision helped students to make sense of statistics. Revision helped them to create deeper understanding. By watching the recorded lecture only once through, students only learned the subject superficially and got false courage to enter problem solving. Noteworthy though was that usually students did not return back to the video until confronted with a difficult problem. The reactions for teacher's actions and peer student's questions, as well as challenging problems break routines and push students to stop and think again. In other words, they help to launch the sense-making process which forces students to overcome

the first impression and search for reasonable and meaningful explanation which in turn let them learn the issue in a more thorough way. See other ways to encourage learning from lecture capture and details of our study here and project website.

Inspiring master students to improve their field research using iPads and a 4G network

By Sylvia Moes, VU Amsterdam, The Netherlands

We have been actively exploring new ways of supporting learning in our university through the use of technology for many years and one of our most recent experiences was with the masters course "Cinematic City, the art of Comparison". Via a pilot study in the project of SURFnet and KPN in the Netherlands, we have learned how to intensify learning in the field within the integration of iPads and 4G network in the learning design. In this article we would like to share the insights that we have gathered through this experience.

Sylvia Moes

The "Cinematic City, the art of Comparison" course compares media and architecture from an actual and a historical perspective. Within the course the focus is on film locations in Amsterdam, both in fiction and non-fiction cinema and TV. It also contextualizes this within the setting of city development and urbanism, and within debates around the 'cinematic city', i.e. the representation of cities in film and the different perspectives behind this.

One of the ideas behind this course is to combine research on Amsterdam film locations with research on foreign film locations in the countries where the foreign students who are participating in the course come from. The course uses innovative technologies to obtain maximum results and clearly combines theory and practice.

As well as following regular weekly session (max 4 hours each), 2 excursions in the city of Amsterdam were also organised for the students. During these excursions, teachers showed their research method and their use of film databases, to enable students compare them with the real life situation. Students had to work in groups of 3 and select their own research topics. In the (old) city of Amsterdam, they had to compare film locations, and do research on these film locations.

Students had to write weekly blog files, and to prepare 3 presentations: 2 on their research location and a final presentation at the end of the course.

To support their research, students had iPads and access to a 4G network, plus 3 apps and Geoplaza. These were a BlackBoard app, to allow them to visit course information, the Vistory app, to compare film material with the real life situation and the UAR app, which supports augmented reality and allows them to gather background architectural information and compare this with real life locations.

Geoplaza allowed them to visualize the growth of the city, and to provide them with access to information about the last 100 years of cinema in Amsterdam. Students also had access to materials, pictures and other data from databases such as:

- http://www.openimages.eu/
- https://www.eyefilm.nl/en/collection/selection
- http://www.europeana.eu/
- http://beeldbank.amsterdam.nl/
- http://en.nationaalarchief.nl/
- http://en.nai.nl/

With Geoplaza, various map layers can be laid over each other, and made more or less transparent. This includes the growth and development of the city, which is visualized via the use of different maps over the period of centuries.

This course attracted a 100% attendance and students were assessed on the basis of a dossier that they had to create. This dossier included;

- weekly log files
- discussion of literature
- short presentations during the city walks,
- reports on excursions
- consultation of relevant databases and the GIS-related repository in Geoplaza

The results of this experience were very positive and the following list summarises some of the main findings from our research into the experience.

- Teachers believed that students can develop research skills in a better way, if they have access to research materials actually on the location itself.
- You have to give students examples to inspire them and show them how to use open access data, to improve their research
- Student's satisfaction rises because of the availability of iPads along with a fast network, as 4G.
- The amount of film material available in open databases is very important for research in the field, YouTube is a good alternative as a back-up for film fragments.
- Students who were more active in the field (usage of content and apps), scored higher than students in other groups who were not.

Tools of the Trade

Instagram introduces Hyperlapse

By Mathy Vanbuel, ATiT, Belgium

Image instagram-engineering.tumblr.com

Instagram is a free networking service for sharing mobile photos and videos. The more than 100 million Instagram users take pictures and videos which they share on their social networking platforms like Facebook and Twitter. Until recently users could not do much more than apply digital filters to their images or upload videos of maximum 15 seconds. Now Instagram has announced an app that is rather innovative to mobile photography and

videography, Hyperlapse: a time-lapse and image stabilisation app all in one: both functions exist already in some apps side by side, but the combination of both in one makes time lapse as well as hand held videography more usable.

So now, you can not only condense the time of your subject, but you can now also do this while the camera is moving. The stabilisation is quite impressive even when making bumpy recordings while walking, running, flying or else. The drawback is that it works only within this app on iPhones, it does not work on other video material. For that purpose After Effects or similar video processing applications are more suitable. (Hyperlapse is iOS only – free).

Resources of the Month

This section includes a selection of resources from the Media & Learning Resources Database.

- Incompetech.com: Audio resources and music for schools, professionals and creative individuals.
- Edu TV: National and language-dependent repositories in Greek that support primary and secondary Education.
- Europeana: Free resource portal and website with stories, films and historical material about the First World War.
- Overstream A free online editor for creating and synchronizing subtitles to any online video.

MEDEA News

Launch of agenda for Media & Learning

The conference agenda for the 5th Media & Learning conference in Brussels on 20-21 November has been announced and registration is now open. Highlights of the agenda include keynote presentations by celebrated movie-maker David Puttnam, media literacy researcher Vitor Reia Baptista and programming enthusiast Stephen Howell. The conference also includes several workshops and events before and during the conference. This includes the HoTEL Networking Event and Workshop on 18 and 19 November, Future Classroom Lab Visit in European Schoolnet on 19 November, a workshop on Video in Higher Education on 19 November and a joint workshop with Scientix on Media Supported Science Teaching on 21 November. For more information, visit the conference website.

Membership continues to grow

Over the summer, membership of the Media & Learning Association has grown to 32 members. Recent new members include Nordicom, Sweden, Friedrich Alexander University Erlangen-Nuremberg, Germany, Innofun, the Netherlands, FWU Institut für Film und Bild, Germany, Oulu University of Applied Sciences, Finland and the Opencast Community with their HQ in Switzerland. The association also welcomes new supporting sponsor members Kaltura and MediaSite. Watch out for announcements about the autumn webinar series and other association activities on the association website.

Related Awards Schemes & Events

8th European Conference on Games Based Learning: Berlin, 9-10 October 2014

ECGBL 2014 will explore the various opportunities and challenges of using games for education. New technologies, concepts and usage patterns arise (cheap motion-tracking, Gamification, mobile gaming) while others subside (social/Facebook games) and offers the opportunity to present research, theory, application, practice and validation in the field of Game-Based Learning.

European Code week: 11-17 October 2014

This initiative was launched by Neelie Kroes' Young Advisors with support from DG Connect at the European Commission. It takes place from 11 to 17 October with multiple events and workshops taking place in different European cities. The Code Week website has published a map of events taking place in Europe. New events will be added continually until the event in October. For more information, see here.

International Children's Film Festival Brussels

The 8th International Children's Film Festival called Filem'on will take place from Sunday 26 October to Sunday 3 November. This seven day event includes workshops and events, film classics and a theatre show mixing the sound of old gramophones with magic lanterns' fairy-like images. Find out more from the festival website.

Inspiring Science Education Competition launches this month

The first Inspiring Science Education (ISE) competition will open for entries this month. The theme is light in recognition of next year's International Year of Light. To enter teachers should run an interesting experiment in their science class between now and the end of March 2015, particularly demonstrating collaboration between students and teachers in 2 or more countries. Online resources, opportunities and tools are available to use in the ISE Community portal. The Awards will be presented at the Science on Stage festival in London, June 2015. More information including how to enter, rules and prizes is available on the Competition Section of the ISE competition page or email us at Belgium@inspiringscience.eu.

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