Media & Learning News

2 weeks to the Media & Learning Conference

Are you interested in the latest developments, services and uses of media in education and training? Then Media & Learning 2014 is the place to be, taking place on 20-21 November 2014 in Brussels, Belgium. Aimed at both policy makers and practitioners, the purpose of this annual event is to highlight policies and initiatives that promote digital and media competence at all levels of education and training as well as to promote best-practice in the take-up and application of media in education and training. The agenda has now bene finalised and is rich in content, presentations, plenary sessions, master classes and workshops. Register for the 2 day conference here. You can also register just to attend a one day pre-conference workshop on Innovative Use of Video in Higher Education here.

Evens Foundation announces support for ML projects that actively involve parents

The Evens Foundation has just announced the names of the 6 projects they will support in the coming period which are all focused on the active engagement of parents and grand-parents in media education activity. They come from Slovakia, Belgium, Germany, Poland and Greece. Evens are also planning a publication on the same topic as a follow up to their successful earlier publication on Media Literacy in Europe. This new publication is due in 2015, for more information about this initiative, see here.

Kodu Kup European winners announced

Kodu Kup, a 6 month European coding competition, brought together 8 winning national teams. The pupils' games were designed in class and demonstrated to the education and gaming experts and digital entrepreneurs at the Microsoft Centre in Brussels. The winning team was the Kodu Kup Champions team from Greece, and the two runners-up were the Masters of Kodu (UK) and Kodu Conquerors (Portugal). For more information including a description of the winning projects, see here.

Video4all – Seeking language educators and new ideas using video for teaching

Video4all is a European project that will bring together current methodologies, ideas and innovative practices related to teaching and learning languages using digital video. The project is seeking language teachers to contribute to building a repository of all the ways that video can be used as a tool for language learning. Language educators can participate in different ways, by sharing how they are currently using video, by helping disseminate information about the project, giving feedback and commenting on the project, etc. For more information and to sign up to participate, visit the registration page.

MEDEA Awards finalists announced

237 entries from 29 countries have been evaluated by over 110 judges, with many high-quality examples of excellence and innovation in the use of media in education. 8 finalists have been invited to take part in the MEDEA Awards ceremony taking place during the Media & Learning Conference in Brussels, where the final winners will be announced on Friday, 21 November 2014. Finalists come from France, UK, Germany, Greece and USA. A further 10 entries have been recognised for their excellent work and will receive MEDEA Awards Highly Commended certificates. This year 4 different prizes will be presented. The two main prizes are for the best User-Generated Educational Media and the best Professionally Produced Educational Media. Two further prizes will also be given, a Special Prize for European Collaboration in the Creation of Educational Media, and a Special MEDEA Jury Prize. Read the press release with the names of the finalists here.

A new user experience from EUscreen: Discover Europe's Audiovisual Heritage

During the conference "From Audience to User: Engaging with Audiovisual Heritage Online" held at Casa del Cinema in Villa Borghese in Rome on 30 and 31 October 2014, the EUscreen network launched its revamped website, with a whole new user experience. The new EUscreen portal brings together clips that look at the social, cultural, political and economic events that shaped the 20th and 21st centuries in Europe. This freely-accessible online historical media resource can become a first port of call for history teachers who are looking for media materials to integrate in their classes. Eve-Marie Oesterlen (BUFVC) will present EUscreen at the Media and Learning Conference in Brussels. Visit EUscreen here.
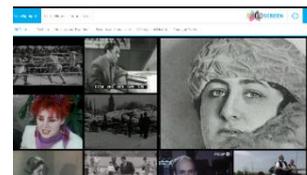
First results of large survey on competences for the media profession

The European Commission supported iPro project has generated the first results of its large media professional's survey which investigated 1100 media professionals from 8 European countries. The results confirm largely the conclusions of the European e-Competence 3.0 Framework, which promotes a common framework for ICT Professionals in all industry sectors, but it adds to this generic viewpoint the specific requirements that are coming directly from the digital arts and media sector.

What is most striking in the survey results is the fact that about 30% of the respondents (working media professionals) have not had any formal education in the profession that they occupy. It is also interesting to see what respondents consider to be their biggest competence and knowledge gaps on the job, which were generally given as knowledge about legal and IPR issues; self-assessment, communication and collaboration skills; accountancy and general business competences and programming. A full report on the survey will be published in this newsletter next month, the preliminary conclusions will be presented by Linda Carroll from IADT, Ireland during the Media and Learning Conference in Brussels on Thursday 20 November at 11:30.

Featured Articles

Assessing Media Literacy Levels in Europe

By Paolo Celot, EAVI Director, Brussels

Assessing media literacy (ML) is a very controversial and complex subject. The European Commission, in cooperation with its ML Expert Group, is continuing its endeavours to measure ML and to promote a pilot exercise in a number of countries. I was very pleased to offer assistance to the EC based on the experience I have gained working on these subjects over the last ten years.

Paolo Celot

Without any financial support from the EC, we have been able to engage a considerable number of countries: Austria, Belgium (Flanders), Lithuania, The Netherlands, Norway, Slovakia and Spain who are all currently running pilots. Teams in other countries are working independently on related issues including the definition of ML competences and the use of surveys to quantify media use. These include Denmark, Germany, France, UK and many more.

UNESCO is also active and has compiled its conceptual framework.

Being well aware of the many challenges associated with measuring media literacy levels and looking back as to how it was only a few years ago, the progress we have made represents a good achievement and we are now better able to see what needs to be happen next. Much in fact still needs to be done to refine existing tools and to adapt them to national realities in an effective way. In this respect it is worth pointing out that EAVI and national experts have already been contributing to EU Policy Recommendations, including those related to evaluating ML levels, in a recent research project which you can read about here.

Returning to our review of assessment practices, we have used as a point of departure the criteria and framework identified in previous studies carried out on behalf of the EC. Workshops were then held in Brussels with interested countries to illustrate national and European-wide initiatives.
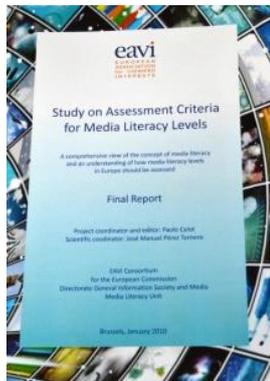
The constant state of flux of ML concepts, linked to the rapid evolution of technology, meant that we had to continuously adapt both the criteria and the indicators in order for us to generate practical results. MS representatives of the EC ML Group in each country had then to liaise with their own national experts and their respective statistical departments and realities in order to take into account the specificities of each country which included taking terminology into account.

As this was not meant to present a comparative analysis and given that the situation and the sensitivity to certain issues changes considerably from country to country, those involved chose to measure either (or both) Individual Competences (Use of media, Cognitive skills or Participatory abilities) or Environmental Factors (Media education in schools or ML policies) as defined in EAVI studies.

Most of the countries involved plan to complete their activities before the end of the year. For some of them it will represent the first step in an iterative process to be fine-tuned yearly to take into account technological and social developments.

Although it is hardly surprising, it is interesting to note that the results of these pilots seem to demonstrate correlations with economic and educational advances. They steer attention towards further developments whereby the endeavours of international organisations can be translated into a more structured approach to assessment. The way ahead is now clearer.

Paolo will be organising 2 sessions on the topic of assessing media literacy during the Media & Learning Conference on Thursday 20 November which will feature several of the pilots described in this article.

Cinema en curs and Moving Cinema

By Núria Aidelman, co-director of A Bao A Qu / Cinema en curs, teacher at the Universitat Pompeu Fabra, Barcelona

Cinema en curs is a film pedagogic programme with a double objective: to foster young people's discovery of cinema as a form of art, creation and culture and to develop the pedagogic potential of cinema creation. The project has been implemented in public primary and secondary schools since 2005 where students discover the world of cinema supported by filmmakers working alongside teachers. First introduced in Catalonia, *Cinema en curs* is currently being carried out in various other regions of Spain as well as in Argentina and Chile.

Núria Aidelman

Through *Cinema en curs,* cinema and creation become important in the lives of the students, the teachers and the school. This is one of the reasons for working with students throughout the various stages of their schooling - from as young as three to eighteen years old. The project has been developed to be an integral part of each of the participating schools which extends even to the family and social circles of the students.

The project has at its core three areas: (1) the workshops - led by teachers and filmmakers during class hours throughout the school year and based on the link between seeing and making films; (2) the training of teachers - those participating in the workshops as well as others interested in film education; and (3) the 'Applied Research Laboratory' - formed by the film professionals and teachers from all educational levels with the aim of analysing the workshop experiences and generating resources, materials, proposals and methodologies which can be extended to all educational contexts.

Based on ten years of experience, the methodologies of *Cinema en curs* are well-consolidated and have proven to foster active viewers knowledgeable of a broad and diverse cinematic universe, who are capable of independent judgment and of appreciating the kind of cinema which is often inaccessible to the general public whether for reasons of availability or cinematic culture.

Now is also the time to consider new questions and to pose new challenges: Do young people capable of appreciating a wide spectrum of cinematic art continue to seek out art house films once they have finished their schooling? Do they approach film-going in a different way from

those who go to films as a purely social activity? Is art cinema even available to them?

Generating strategies to be able to answer affirmatively to these questions is the objective of the new European project led by the *Cinema en curs* team in cooperation with Meno Avilys (Lithuania) and Os Filhos de Lumière (Portugal). *Moving Cinema*, as it is called, sets out to make European films more accessible to young peo*ple through methodologies which foster present and future cinematic habits.* Moving Cinema is co-funded by Creative Europe MEDIA - Audience Development 2014-2015 and the results will be published on a webpage with the aim of sharing resources and useful strategies for all those involved in film education.

Cinema en curs and Moving Cinema are projects of the non-profit cultural organisation A Bao A Qu, based in Barcelona.

Meet Núria during the Media & Learning Conference when she will be talking about the new Moving Cinema project and her other work as part of the Film Literacy track on 21 November.

Do we need Media Education to achieve Media Literacy?

By Vítor Reia-Baptista, professor and researcher, University of Algarve and Film Studies at the CIAC, Portugal

Most of the time, we can become media literate just by being exposed to the media, without any formal media educational process, since all processes of media exposure contain some kind of media pedagogy that forms and conforms the media user in many ways, developing production, reading, interpretation and reproduction mechanisms, of which, quite often, the very same users are simply not aware. When this

Vítor Reia-Baptista

happens (and it happens quite often) media users may become functionally media literate to some degree, but they are, nevertheless, alienated in several ways concerning the pedagogical processes that take place within their public and private media spheres. This implies that more specific media education processes may really become important in order to achieve some better media literacy results, both for media readers and media makers.

It was with this in mind that a group of independent scholars and experts from different countries and institutions gathered together to join their efforts around the attempt to produce some kind of a common Media Literacy approach that came to be known as "The European Charter for Media Literacy", which was in fact a public declaration of commitment to several essential Media Literacy conditions, such as: "Raising public understanding and awareness of Media Literacy, in relation to the media of communication, information and expression".

In order to achieve our objectives, it means that we will have to develop formal and non-formal media education strategies for school environments, for parental environments and, necessarily, for professional media environments. Since we know that the media industries are usually almost completely closed to such pedagogical approaches, it means that we will have to concentrate our efforts on the environments of academic media training, that is, universities and other media training centres. Within this perspective, besides journalism, the other fields of major importance to be

concerned with media education and media literacy are film, videogames, music, advertising and, because all the media tend to converge towards it, the Internet.

Some of these aspects were already raised in earlier contexts, in an attempt to develop some reflection and discussion about their nature. The Internet is actually the largest database for information support in the daily life of individuals as well as institutions and services. Among those using it we can count not only students and teachers, but also media and opinion makers, as well as information providers including journalists. But who are the gate-keepers of that electronic flow? Who makes up the major streamlines of the global agenda? How and where are the most powerful editorial lines shaped? Beyond the boundless and instantaneous allocation of data, the Internet has developed new ways for cultural, economic and social life. All these aspects contribute to the rapid change of our traditional paradigms of public sphere and space and we don't know yet if our position as individual and social actors in the this context is changing as quickly and, maybe, we are not yet completely aware of the implications of such changes. The potential threat of widespread alienation in such new environments of media exposure should not be dismissed lightly.
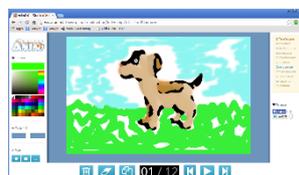
Vítor will be giving a keynote presentation during the opening plenary of the Media & Learning Conference on Thursday 20 November entitled Media Education towards Media Literacy.

Tools of the Trade

Animation explained to young learners

By Mathy Vanbuel, ATiT, Belgium

Anim 2.0 is a website created by Rencontres Audiovisuelles, dedicated to animation and targeted at schools, social and cultural centres and media libraries. It includes a Flash based game, a creative module and educational complementary elements. It provides a flexible and playful way for 10 to 14 year old children, to discover animated films as well as audiovisual creation and media language. This new tool, freely available online in English, Dutch and French, can be used by individual users as well as by organisations working with young people such as pupils, as an educational resource in lessons or in workshops. The supporting Anim 2.0 community lets users share their creations, meet other users and learn more about the world of animation. Rencontres Audiovisuelles in the Northern France region actively promotes independent audiovisual creation and implements visual literacy actions. It organises workshops around audiovisual awareness or creation. Besides Amin 2.0 they also created other educational tools such as Images 2.0, a serious game for film literacy. You can access Anim 2.0 here.

Resources of the Month

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

- Timelines.tv Repository of history videos and media documentation organised as timelines, free-to-use for students, teachers and lifelong learners.

- **Every Stockphoto** A license-specific photo search engine, millions of freely licensed photos. Membership is free and allows you to rate, tag, collect and comment on photos.
- **Creating Video at School** This presentation focuses on designing and implementing collaborative learning activities towards the creation of video in the classroom and on ways in which to collaborate with a partner school through video production.
- **CoolKidFact** A free educational resource for teachers and students to learn more about the world around them. It covers a range of subjects.

MEDEA News

Live stream of M&L Conference sessions

For those that will not be able to attend the Media & learning Conference, a live stream from the main auditorium of the conference taking place in the Flemish Ministry of education in Brussels will be transmitted on 20-21 November. This stream will feature all plenary sessions as well as the MEDEA Awards ceremony and most fi the showcase sessions. More information and the link to listen live will be made available on the Media & Learning website.

Final presentation of MEDEAnet report

The MEDEAnet project team have been charting the status of Media Literacy and Media Education in 7 European countries since 2012 and building up a network of interest in related topics. This year at the Media & Learning Conference in Brussels, MEDEAnet will present their latest research findings which focus on the status of teacher training in media literacy and education. Results highlight the importance of high quality teacher training as a crucial factor in making teachers more aware of the value of media education and media literacy. Read more about the project here.

Related Awards Schemes & Events

HOME Conference on MOOCs: 27 November, Portugal

Entitled 'Mapping the European MOOC Territory' this conference will focus on the opportunities and characteristics for European cooperation on MOOCs. Authors of selected position papers will present their views, which will be presented along with the first results of a recent survey carried out by the HOME partnership called "Benchmarking MOOC strategies in Europe". This survey investigate strategic reasons as to why European educational institutions and governments may or may not be involved in MOOCs. The conference will be held in Porto, Portugal on 27 November 2014.
You will find the preliminary conference programme here along with information about how you can register.

Population Education: Student Video Contest

Population Education, a program of Population Connection, is a unique US program with a strong emphasis on curriculum and professional development for K-12 educators that focuses on human population issues. The program has launched an international video (clip) competition that requests a short video (up to 60 seconds). All videos must address how population growth impacts the issue, why the issue is important, and at least one idea for a sustainable solution. Deadline for the submissions is February 19, 2015. For more information and prize details, see here.

OER15 Call for papers: deadline 24 Nov. 2014

The fifth edition of the Open Educational Resources Conference (OER15) will take place in April 2015. The theme of the conference is "mainstreaming open education." A call for abstracts is now open for researchers who are interested in presenting at the conference. OER15 is accepting proposals for oral presentations (short papers), lightning talks of 10 minutes, interactive workshops and poster presentations reporting innovations or scholarships and more. For more information, see the OER Conference website.

Higher Education Social Media Conference, 4 December 2014, online conference

This online conference lasts 4 hours and offers 15 focused sessions of 10 minutes each and a general Q&A session at the end. It includes 2 built-in breaks of 10 minutes each after the 1st and 2nd hour of the event – to keep attention levels high throughout the 4 hours. Its main theme is social media in which it offers an annual online event for higher education social media professionals and teams. Spaces are limited. For more information and to register, see here.

BETT show in London on 21-24 January

Flagged as the world's leading learning technology event, BETT has carved out an important space for itself as the main annual event for anyone interested in innovation in education at all levels from primary through to university level. Although BETT's primary focus is its very large exhibition, a significant series of content driven events running at the same time are attracting more and more attention each year. Held now in the large Excel exhibition space in London, you can find out more about this year's programme of events from the BETT website.

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