



## Media & Learning News

### EAVI presents a new cartoon on Media Literacy



The European Association for Viewers Interests (EAVI) has recently announced the release of the second episode of the cartoon *A Journey to media literacy*. The title of this new creative work is *Awareness: what am I*

*doing?* After an adventurous journey across the oceans representing the media world, the young boy called Jack finally reaches the island of Media Literacy, feeling more confident and media-wise. Once he is there, his second adventure starts: there are five different paths and he chooses the one of *Awareness*. Another colourful and funny adventure starts, providing food for thought and useful tips on how to take the best from a wise use of media. You can watch this nice video [here](#).

### Make Film – Greatest Generation: young filmmakers exploring history

Make Film – Greatest Generation is an innovative filmmaking project for British children aged 7-11. The project is the result of a fruitful collaboration between BBC Learning, the British Film Institute (BFI), the British Council and the charity Into film, and it encourages children to explore and commemorate their local history by giving them access to British archive videos from 1930-1960, particularly from the Second World War period. The young British historians are expected to film interviews with people of the wartime generation and combine them with archive videos showing how life was during the war, in order to create their own short documentaries. You can learn more about the project [here](#).



### OER World Map website launched!



The [Open Education Resources \(OER\) World Map website](#) is a project aimed to share information about the current situation of the OER community worldwide, through a visual representation of the different OER

ecosystems around the globe. Built with innovative open data technology, the website is an interactive and collaborative tool allowing data visualisation not only on a geographical map, but also by providing statistics, profile pages and calendars. The website was launched on March 11 during the Open Education Week 2015, and is now looking for “country champions” to help to gather data, raise awareness and promote the OER project everywhere in the world.

### Opencast Conference held on 25-27 March

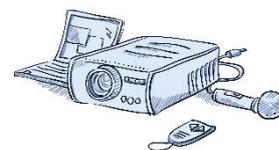
The Opencast community recently held its annual summit at the University of Manchester with almost 100 attendees from Europe, Africa, and North America. The conference brings together educators, researchers, developers, educational technologists and vendors focused on the use of academic media to improve teaching and learning, with the open source video management



system Opencast Matterhorn as a focal point. The highlight of the conference was Professor Richard Reece's keynote outlining the impressive work being done at the University of Manchester and the strategic thinking behind it. Other key discussions included the impending merger of Opencast with the Apereo Foundation, the 2.0 release of Opencast Matterhorn, plans for a new capture agent API, a new multiple stream HTML5 video player plus the latest release of the alternative Paella Player, and an automated camera tracking solution called LectureSight. Many of the talks for this event can be found on the [Opencast YouTube channel](#).

### Great expectations: students and video in higher education

This white paper on US students' use of video in the classroom is based on a recently released study conducted by Elisabeth Leonard from SAGE. The study was prompted by SAGE's plans to release streaming video collections



this year. The study was based on a survey of 1,673 students. Most conclusions are not a surprise but it is good to have them confirmed: students do not like videos with monotonous speakers who are nervous or camera-shy. Videos with animations, real-world examples, and new material are well received. Students admit that they have short attention spans; they prefer shorter videos and often multitask while watching. The ideal length of a video ranges from 5 to 20 minutes. Most students go to YouTube for educational videos and only a minority of students rely on the University library videos, mainly because they are not aware that they are available in the library. Read the report [here](#).

### Teaching in a Digital Age: the differences between media for learning

In his new book *Teaching in a Digital Age* Tony Bates examines the underlying principles that guide effective teaching in the age of technology. The book was initially published in draft chapters one at a time, on his blog [Online Learning and Distance Education Resources](#), and has now become available (online) as an open textbook, providing access to a great resource of experience, analysis and insight. It is a very practical resource book for all those that are helping learners to learn (teachers, instructors...) and want to be guided or inspired in making decisions on the selection of supporting technology. The book contains many practical examples but it is more a source of inspiration and reflection than a manual or cookbook on how to teach. There is a chapter dedicated to pedagogical differences between media, in which the author discusses use of text, audio, video, computing, and social media, concluding with a framework to analyse the pedagogical characteristics of each of these media in an educational context. It is easy to understand why the book has to limit itself to concise elaboration of each of these media (the part on video is a good but limited overview that



Image: Tony Bates, UBC

does not do full honour to the complexity and value of the use of video in education, that alone would be worth a book by itself), but the points the author makes are worth considering. Tony Bates concludes this chapter with the consideration “[...] that most of the examples [...] found on the Internet do NOT meet all of these criteria! The videos [...] linked to in this section do, but then some are produced for the Open University. Can

traditional university in-house media departments meet this standard?" An interesting question to pose in the YouTube era.

## Featured Articles

### Media Literacy in Montenegro

by Jelena Perović, PhD in Communication Science at the Sapienza University of Rome, Italy



Jelena Perović

Not many countries in the world have introduced media literacy as a subject to be taught in the curriculum of mainstream schools. Montenegro is one of them. Media literacy was introduced as an optional subject for 16 and 17 year old students of Montenegrin Gymnasium high schools in 2009. Its current state and potential was explored through in-depth interviews with the media literacy teachers all over the country focusing on its definition, objectives, pedagogy and results. Teachers see strengthening students' critical thinking and ability to express their opinions through different media as the essential objectives of media literacy in Montenegro. The pedagogy described by the teachers is interactive. It includes peer education and a combination of critical analysis of media messages and critical media production. The pedagogy described is in line with the suggestions of many scientists like Morcellini, Cortoni, Buckingham, Hobbes, Jenkins, Kelley, Gee and others. The challenges indicated by the qualitative research are similar to the ones identified in general for Europe by Livingstone, Perez Tornero, Celot, Vos and Terryn. In short, there is no media literacy policy, while the cooperation with the media industry and civil society is sporadic. Pre-service and in-service teacher trainings are lacking and the learning resources in local languages need to be strengthened. Also, IT support varies from one school to another, as well as the ability of teachers to use it effectively for media literacy classes. Finally, no systematic evaluation of the impact of the media literacy programme has been conducted so far. This means that there is no local data available for raising awareness to the key decision-makers about the benefits of teaching media literacy and convincing them to invest funds to improve and spread the media literacy course from preschool to university level in future.



Despite these challenges, all teachers identify the potential of media literacy to strengthen some of the students' key competencies that the education reform is focusing on, like critical thinking. It also helps

improve students' motivation and academic performance. Finally, teachers emphasise that media literacy has the potential to change positively the school culture by transforming the teacher into a "cultural mediator" and by building a "participative culture" in schools. Having in mind that the lack of a media literacy strategy distinguishes countries with a low media literacy from the ones with a medium or high level, it would probably be a good start for Montenegro to develop a national media literacy strategy. Finnish Media Literacy Policy Guidelines 2013-2016 are a good example as they are

based on the cooperation of the relevant authorities with the civil society, media industry, private sector, parents, teachers and children. In this way, current lack of teacher training and teaching resources in Montenegrin and inconsistent technical support would be systematically addressed in order to improve the access and quality of media literacy from preschool to university level.

Jelena Perović was one of the speakers at the last [Media & Learning Conference](#) in Brussels.

### Kids@Play: an experience of "Learning by Doing"

by Alberto Barbero, Computer Science Professor, Fossano, Italy



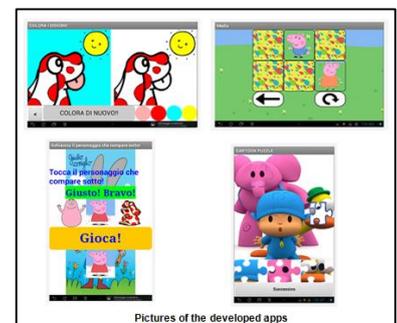
Alberto Barbero

The market for smartphone and tablet apps is full of free or paid applications of all types that perform a wide variety of different and curious activities. For the students of I.I.S. "Vallauri" in Fossano (Italy), a Technical Institute for Computer Science, the study of the development of apps for mobile devices has become a priority. They are now doing this during the second year through the use of the programming language [App Inventor](#), produced and distributed for free by the research group MIT MediaLab, the same group that has already created Scratch 2.0. App Inventor introduces students to the Android mobile programming world in a very simple way with the same approach used in Scratch programming language. App Inventor is a blocks-programming language that allows the user to build scripts by combining blocks of different colours depending on the functionalities and behaviours desired. This allows the students to decide how the app looks and how it works.

In March 2013, after the first contact with the special needs educators at the N.P.I. (Childrens' Neuro Psychiatry Department at the local hospital), a project was established by four students of the second year which resulted in applications being designed for Smartphones and

Android tablets. These applications will be used by children with disabilities who are cared for by the educators at the N.P.I. - Fossano. After a meeting including all of the people involved in the project, it was decided which application was to be created based on the input provided by the future users. The end product was a series of four applications and a video presentation of the making of the apps. In particular, the students focused on developing games in four categories: puzzle, memory, colour and guessing, all with different levels of difficulty. The apps were made with characters from cartoons familiar to children. The apps will be used to entertain the children in an educational and recreational way.

During the project implementation, a self-produced [video](#) was also made by the students who created the applications to support and illustrate their experience. The apps produced were shared among health workers of the local health units to be used with children with disabilities as had been expected at the beginning of the project. The experience has been definitely positive because it allowed the teenage creators to be independent





protagonists in the acquisition of knowledge and skills; not only seen as "something to be learned" through scholastic exercises but as "something with a result" that can be used to help, as in this case, others less able than us. It is a change in the way of teaching that makes the students real contributors in their own educational process.

Alberto Barbero was one of the speakers at the last [Media & Learning Conference](#) in Brussels.

## First European Summer School on Designing your own MOOC

By Sally Reynolds, ATIT, Belgium

As part of the recruitment drive to attract more MOOC providers, the European EMMA project is organising a week-long Summer School from 4-11 July on the beautiful Italian island of Ischia, just off the coast of Naples. EMMA (European Multiple MOOC Aggregator) is a 30 month long European project that aims to showcase excellence in innovative teaching methodologies and learning approaches through the large-scale piloting of MOOCs on varying subjects. EMMA provides a system for the delivery of free, open, online courses in multiple languages from different European universities to help preserve Europe's rich cultural, educational and linguistic heritage and to promote real cross-cultural and multi-lingual learning. EMMA's first 11 MOOCs are already underway and the service is starting to attract a lot of interest with another 8 MOOCs set to launch in May.



The idea behind the summer school is to bring together people interested in creating and publishing their own MOOC on the EMMA platform. The planned programme mixes talks, workshops and social activities and is being run alongside the popular annual JTEL summer school with plenty of joint social and practice-related activities to foster exchange and collaboration between both groups of summer school participants.

Video production for MOOCs will feature during the summer school programme with a series of dedicated sessions on choosing and creating videos as part of setting up and planning for a MOOC. The programme is designed around 5 key actions:

- *Choosing* a MOOC approach that best suits your resources and pedagogical objectives.
- *Designing* a MOOC according to sound instructional design principles and taking into account best practice from EMMA and other platforms.
- *Preparing* content for uploading, translation and transcription on the EMMA platform.
- *Delivering* a MOOC taking advantage of the different functionalities possible within EMMA.
- *Using* the monitoring and analytical functionalities of the platform to evaluate the success of a MOOC from both the learner and the provider perspective.

Sessions will be led by well-known practitioners, many of them partners in EMMA who are already busy with their own MOOC offer on EMMA. They will share their experience and know-how built up during EMMA and other

related activities. The sessions on video will be led by Mathy Vanbuel from ATIT (Belgium) and Deborah Arnold from the University of Burgundy (France) who will talk about different types of video usage in MOOCs, production issues and related questions to do with creating and sharing videos in MOOCs. The Summer School team will provide practical information as well as tips and suggestions on organisational aspects to do with licensing, IPR and the management of the MOOC when made available on EMMA.

The summer school will be held at the Continental Hotel on Ischia with several planned excursions nearby. The local organizer is the University of Naples Federico II together with

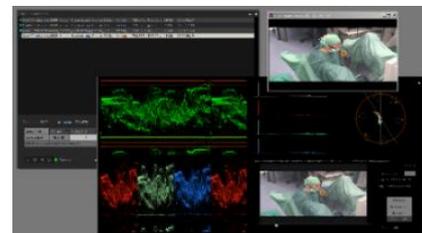


the Federica Web Learning platform. Ischia is one of the most famous seaside and touristic spa centres in the world, located in the Gulf of Naples and renowned for its mild climate, spectacular scenery, sprawling spa towns, and picturesque small towns. The cost of participation including 7 nights' accommodation and all meals is €630 per person when sharing a double room and €770 per person for a single room. For more information and to register visit the [website](#).

## Tools of the Trade Media conversion tool for 64-bit Windows

By Mathy Vanbuel, ATIT, Belgium

The following may sound a bit nerdy but trust us, this is a great piece of software. ClipToolz Convert v2 Video Utility is a free fully automated media conversion tool for 64-bit Windows systems.



Amongst its many features are anamorphic conversions (rescale and adjust aspect ratio with selected codecs, or quick-wrap with aspect ratio correction to MOV), previews on multi-monitor configuration, downscaling of 4K and HD footage with the highest possible quality with separate luma and chroma scaling to eliminate typical aliasing and artefacts, multicore H.265 for optimized playback of 4K clips to make them easy to play on almost any PC, reduce file size and to maintain very high quality. Not impressed yet? Here's more: Timecode Tool assigns timecode to clips, speed conversion for super-smooth slow motion, change frame rates with proper audio rendering, simple 4K Crop Tool to grab a 1920x1080 frame from a 4K source clips at native resolution without scaling in order to maintain the highest quality possible. This Swiss army knife tool also has audio tools to create 5.1 Dolby Digital and surround sound, or for transcoding of audio clips to the output format of choice, trimming audio file length, adding fades and changing the frequency and bitrate. And finally the icing on the cake: on-board video scopes for quick checks of source clips while working on-location include waveform monitor and vector scope, RGB Parade, RGB & Luminance Histograms, colour picker function all to be used with most input formats. Free for Windows [here](#).

### Resources of the Month

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

- [Share My Lesson](#) A virtual place created by teachers for teachers to share their best teaching resources for free. 
- [Wisecrack](#) A YouTube channel to learn literature, philosophy and film analysis with fun. 
- [CK-12](#) An interactive learning platform where to share multimedia lessons on a huge range of topics. 
- [International Year of Light 2015](#) A repository where you will find plenty of links to educational resources about light, from across all school ages. 

### MEDEA News

#### M&L webinars: next in the series on May 7



The Media & Learning webinar series on Lecture Capture and Video Use in Higher Education continues! The next one, *Recent findings from research on video & pedagogy*, will be held on Thursday May 7 at 15:00 (CET). In this one-hour webinar we will be talking about this interesting

topic with Niels Brouwer from the Radboud University Nijmegen (The Netherlands) and Cyrille Gaudin from the University of Toulouse (France). You will find more information about this and the whole series of webinars [here](#).

#### Recordings available for past M&L webinars

For all those who did not have the opportunity to attend one of the past Media & Learning webinars or missed a part or would like to hear again the interesting discussions they included, you can! Recordings of them are now available. The new videos are of the webinar held on March 12, *Defining the market: trends for products and interactivity*, and on April 9, *Exploring different video formats in MOOCs*. Visit the [Media & Learning Association website](#) to watch them and stay tuned for the upcoming events!

### Related Awards Schemes & Events

#### ISE Light Competition: deadline extended!



The ISE Competition 2015 Learning with Light aims at recognising and rewarding inspirational science teaching practice. If you have (or are planning to) run an exciting experiment in your science class this is your last chance to highlight your work to schools and policy-makers all over Europe! You still have time to submit your inspiring teaching experience - deadline April 17. More information on the Inspiring Science Education [website](#).

### TERENA NPAP Workshop in London, 4-6 May

The fifth European Network Performing Arts Production (NPAP) [workshop](#) will be held on 4-6 May 2015 in London.



Experts from different fields will have the opportunity to create a platform for interdisciplinary discussion, making opportunities for collaboration. The sessions will encourage the participants to generate new ideas about how the technology presented can be used in various performing arts.

### BFI Media Conference in London 2-3 July



The British Film Institute Media Conference is an annual event which brings together UK teachers of film and media to meet, share ideas and get inspired. The conference welcomes speakers from across the film and TV

industries, as well as from teaching and academic research. Their creative approaches and projects come together in an exciting programme of presentations, workshops and discussions. This year, the conference will take place on 2-3 July. [Here](#) to learn more and register.

### Tes Independent School Awards



The [tes Independent School Awards](#) reward innovation and best practice among those

contributing to the development of independent schools across the UK. The event aims to provide an occasion to share knowledge in this field as well as networking opportunities for schools. Participation is free of charge and open to every British independent school. The deadline to submit entries is 10 May 2015, and the winners will be announced on 27 November 2015.

### Google Science Fair 2015, 19 May

The [Google Science Fair](#) is a global online science and technology competition open to individuals and teams aged 13 to 18. The young "scientists" can be supported by either their teachers or parents, and are called on to have fun experimenting with new things, whilst staying safe (participants need to follow some basic, official "safety rules"). All they need to participate is a Google account and deadline for submissions is May 19. Regional finalists will be announced on July 2, the global ones on August 4.



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