



Media & Learning News Conversations across cultures



This [eBook](#), curated by Laia Solé and Jordi Torrent, explores the pedagogic potentials of learning with and from media produced by young people. The content is based on 7 media literacy projects which were implemented in

different parts of the world. Each section focuses on a different project, describing the framework, the evolution and the dissemination of the project as well as its results. By analysing side-by-side the events and the results of each project, this eBook provides a cross-cultural perspective and an in-depth understanding of the importance of media literacy in education worldwide.

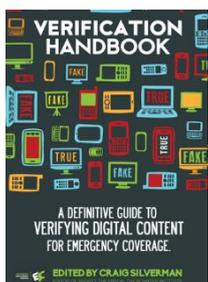
Keep up-to-date with European Media Policy

[Nordicom](#) provides regular news items and updates about developments and



changes in European media policy. This service is linked to Nordicom's prime area of interest which is to publicise the findings of media and communication research and to document developments in different national media sectors of the Nordic countries which is done through the publication of periodicals, anthologies, monographs, and statistical data and analyses. Nordicom's database provides comparative Nordic media statistics that are available in English and in Swedish. Visitors to this database can also filter results by Region, Media, Aspect and Language.

Release of handbook for investigative reporting



A new guide to online search and research techniques for using User Generated Content (UGC) and open source information in investigations has just been released by leading journalists from the BBC, Storyful, ABC, Digital First Media and other verification experts. The Verification Handbook is a ground-breaking new resource for journalists and aid providers which can also be used in classrooms. It provides the tools, techniques and step-by-step guidelines for

how to deal with user-generated content (UGC) during emergencies. This guide is also available in Spanish, Arabic, French and Portuguese. You can read more [here](#).

Using multimedia to promote gender equality

CESIE, a European centre of studies promoting growth through innovative and participative educational approaches, is now looking for participants for *The international Gender Equality and Multimedia* training course. The main purpose of the initiative is to develop the skills of young participants in the field of multimedia journalism while promoting gender equality. The course is part of the international project "Equality for Change" (co-funded by the Erasmus+ Programme), and will be held in



Slovenia on June 15-25, with the participation of 36 youngsters from 6 different partner countries. Visit the [website](#) to find out more.

Workshops on anti-bullying and e-safety by Cineclub



Cineclub is an organisation which has been supporting a UK network for young filmmakers and professionals/teachers interested in running filmmaking workshops

for students since 2004. Their aim is to create a lively community of young film creators interested in making and sharing films on different topics. The theme of this year is *Anti-bullying and e-Safety*, in which Cineclub is working in collaboration with *Film Creatives*, the author of this year's official Anti-bullying Film "It's OK to be Different". Lots of workshops have been organised on this topic, allowing young people to use the moving image to create an environment where bullying is not tolerated. You can learn more [here](#).

Forum on media literacy in Arab countries

A Regional Forum on AMI (Alfabetización Mediática e Informativa) in Arab states, was held at the end of April in Cairo, Egypt. Politicians, experts and educators from 14



countries gathered at this meeting, organised by the Regional Office of Science and Technology, in cooperation with the League of Arab States, the Swedish International Development Agency (SIDA), the Al Ahran Canadian University, and the Egyptian National Commission for UNESCO. Key points discussed included the articulation of specific partnerships to boost AMI in Arab states as well as the development of policies and a strategy for Media & Information Literacy (MIL) in the region to support a common platform for networks and associations in the field. You can find out more [here](#).

MEDIAWISE Society @ MML Conference



MEDIAWISE Society, a young Romanian organisation for media literacy education and research, invites you to join a discussion on building a Media Literacy Network in the Central and South-Eastern Europe (CSEE)

region. MEDIAWISE argues that in order to raise the stakes of media literacy education locally, independent initiatives need to come together to exchange experience and create partnerships with more local and regional impact to: (a) make media literacy education more popular, (b) develop and share media literacy resources, training and research and (c) advocate for education policies. During the MEDIAWISE hands-on [workshop](#) at the Media Meets Literacy conference in Warsaw (21-22 May 2015), participants will try to answer questions on what the network should look like, the sort of media literacy initiatives it will encourage, how to better organise such a network, and so on. At the same conference, Nicoleta Fotiade (co-founder & president of the organisation) will talk about the challenge that a handful of people are meeting to grow a grassroots movement for media literacy education in Romania.



Featured Articles

Media Literacy in Luxembourg

By Serge Linckels, Ministry of Education and Youth, Luxembourg



Located in the “heart of Europe”, the Grand Duchy of Luxembourg is well known for its medieval castles, its picturesque villages and also its service sector, especially banking and finance. Despite its small size, Luxembourg is among the leading European Union members with regard to the adoption of digital technology by individuals and businesses, according to the EU’s e-Government benchmark. From July to December 2015, Luxembourg will hold the presidency

of the European Council. Prime Minister Xavier Bettel announced “[Digital Luxembourg](#)” as one of the key policies on the agenda in October 2014. Digital Luxembourg is a strategy to foster ICT in all major domains, e.g., economy, administration and education, as well as pushing Luxembourg to become a centre of excellence in this area. The Ministry of Education, Children and Youth consequently increased its efforts to promote media and information literacy (MIL). Unlike in other countries, MIL will not be embedded in the educational curricula in Luxembourg but will be embraced throughout different kinds of activities inside and outside classrooms. As a matter of fact, there are already a lot of MIL related activities taking place in our schools; most of them are individual efforts of dedicated teachers. It is our aim to consolidate such activities and create synergies between schools and external partners that work on similar projects and objectives.

The MIL working group works on the following major projects:

- The yearly contest [Young Journalist](#) in collaboration with the national journalism association. Students of all ages produce a journalistic work, e.g. newspaper article, online school journal, radio broadcast or video news show, and are coached by a professional.
- The development of the national online communication, learning and teaching environment “eduSphere”.
- The project “BEE CREATIVE” in cooperation with the national youth service (SNJ) aims to establish a network of schools, that runs a “makerspace” (or are planning to do so), i.e. a place where people with similar interests can meet, share and build. Furthermore, a catalogue of lab activities offered by teachers or external partners is coordinated on a national level. This enables school classes to choose a specific activity and to visit the respective makerspace, e.g. the production of a radio show with specific equipment.



Young Journalists from Luxembourg with the Minister of Education and Youth

These challenging projects can only be successfully operated if partners (internal and external to education) are implicated and agree on sharing and unite their efforts. The advantage of a small country like Luxembourg is that such projects can actually be discussed and

endorsed by a representative subset of teachers and stakeholders. This should lead to a mutual agreement on a deployment strategy so that

teachers and students can fully benefit of the potential of MIL. More precisely, we are continuing to form working groups for the different types of projects, whilst following international initiatives like the “Media and Learning” association or the UNESCO MIL group. It is our intention to learn from the experiences of other organisations that can advise us how to optimise our efforts and how to progress rapidly in our strategy.

E-Learning tools in animal biology

By Jacopo Vizioli and Pierre-Eric Sautière, Université Lille 1 - UFR de Biologie, France



At the University Lille 1 (France) we are currently producing [movies and multimedia textbooks](#) to be used for practical work. These guidelines and tools, funded by Unisciel and University Lille 1, have been developed with the objective of explaining the general organisation and dissection protocol of different

animal groups. They target French-speaking students from Bachelor and Master Degrees in Biology. Our students (around 850/year) have free access to the movies on a [web site](#) and on YouTube. An English version is being made to spread the use of these tools to English speakers. These multimedia textbooks are available on the pedagogic platform Moodle Lille 1. The platform permits our students to use all these supports at any time to prepare for their practical work sessions and to review for learning evaluations and exams. During the practical sessions, the students watch the movies and the teachers detail some crucial dissection steps or give complementary information on the anatomy of the animal. This work is supported by the use of multimedia textbooks during the dissection.



These movies on animal anatomy are HD productions each lasting around 20 minutes, containing schemes, 2D and 3D animations and macrophotography. Shooting and editing are done by the Teaching and Multimedia Service (SEMM) of University Lille 1. These movies are entirely conceived by teachers who take care of the pedagogical aspect (screenplay writing, drawings, dissection execution and follow-up of movie editing). To better explain all the dissection steps and the anatomy of the different organs, the 16/9 screen has been divided into two spaces to display at the same time the images together with learning support elements (schemes, photos, magnifications, etc.). The multimedia textbooks were created with iBooks Author free software and are available in iBooks or pdf format for Apple or Windows users. These interactive supports can include texts, photo galleries, short videos, glossary, hyperlinks and other multimedia tools. They can be read on computers, tablets or smartphones and constitute a very interesting e-learning tool to display work guidelines

during the practical courses. All of this constitutes a good example of e-learning innovation applied to the field of Life Sciences. The use of movies and multimedia textbooks in recent years has completely changed the way of teaching practical work in animal biology in our University. Students gain a novel approach to learning and show an increased autonomy in preparing and managing the dissection.

Giving and Getting

By Julian Ingle, Queen Mary University of London, UK



Julian Ingle

We've just finished marking videos by the first years on the Electronic Engineering and Computer Science degree programme at Queen Mary, University of London. There were about 50 films in all, made by groups of 5 or 6 students. As you'd expect, the quality varied. But, after three years of working with the lecturers on the design, teaching and assessment of this course (more details [here](#)), we're getting somewhere. What struck me this year was how their

work reflected our work, or responded to our teaching and the way we've shaped the curriculum. In particular, the examples we use for teaching are being given straight back to us. The videos we show are not seen as examples of a range of possibilities but as the only representational mode they can use, i.e., what the staff value most are therefore the best ones to use. Because we'd shown previous students' videos we'd judged to be first class, as well as films made by these students about the process of video making, some of which had used hand drawn animation (in which the hand appears doing the drawing), the majority of this year's cohort also used this representational mode, whether it was relevant or not to the content and message of their videos. Although the video making process is carefully scaffolded, students don't appear to be making judgements about what is the most appropriate mode for their content. Instead, the examples are becoming exemplars or templates to emulate. Or perhaps we showed students highly rated work but didn't give them enough opportunities to evaluate why they rated so highly.



Hand-drawn animation teaching video

On balance, we'd argue that each year the course has changed for the better but continues to be a challenge, partly because students perceive it as a 'soft' skills course and therefore peripheral to their real interests. It is actually very tied into the discipline and research culture of the School, but what first years want is hard core programming or circuit design - that's what they say they came to university for. Instead we ask them to work in randomly

assigned groups and make a three minute video and write a magazine article that communicates an aspect of complex science or technology to a general audience. Because we know that if they make friends early on in this course there's more chance they'll stay at the University. We also know that learning to communicate to the public in two different media (a video and

a magazine article) and working in teams are two of the most important things employers' value.

As the name implies, we in Thinking Writing are always associated with writing, although it's the thinking part and learning that really interest us. So in this case we ask students to make a video for three reasons: to teach and assess the ability to communicate complex science to a lay audience; to teach computer science and some of the technical processes of making a video and writing a magazine article; and to enable students to generate their own teaching resources for future iterations of the course ([here](#) is an example).



Still from a video made by students about the video making process

From what the students say, there's little doubt that the group work, while tricky, is something they value. Explaining complex science effectively in three minutes is much more difficult than it seems. For example, understanding the differences between description and explanation in science writing or how analogy and metaphor are used by science writers take time and practice. If I had more time I'd like to explore with the students the connections and specific

affordances of video and writing in this science communication task, but that's for another day.

Tools of the Trade

Frame.io: All-in-one video collaboration platform

By Mathy Vanbuel, ATiT, Belgium



Frame.io is a collaborative feedback video preview service: a multifunctional platform for media file sharing with the additional functionalities to share, review and annotate uploaded videos, plus

email communication all in a single place. If you are looking for simplicity, flexibility and efficiency in a collaborative post production workflow, then this is a good option. Frame.io has a number of interesting features such as accelerated uploading; cloud video transcoding for playback on any device; instant preview of clips; simple manipulation of files; draw on paused footage, and point out problems in real-time; comparing versions, etc. Frame.io offers a free version, with 2GB of storage to a team of maximally 5 collaborators for a single project. For bigger projects packages are available which will cost between 15 and 150 US Dollars per month. (Until now only working on Chrome or Safari, www.frame.io)



Resources of the Month

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

- [Media Literacy Clearinghouse](#) An online repository where you will find plenty of links to educational resources and learn more about media literacy. 
- [Video 4 all - Resources](#) A collection of very varied resources and links for much further information on using video in language learning. 
- [Admongo \(FTC\)](#) A campaign and a game that aims to educate tweens about advertising so they can become discerning consumers of information, but also for boosting advertising literacy. 
- [Digital Compass](#) An educational game that aims to make children aware as to how their digital life can influence their relationships and their future. 

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 Blair Stevenson from Oulu University of Applied Sciences (Finland). You will find more information about this and the whole series of webinars [here](#).

Related Awards Schemes & Events

EMOOCs 2015 Conference



Organised by the Université Catholique de Louvain and P.A.U. Education, the event provides an

opportunity to gather anyone interested in Massive Open Online Courses (MOOCs), from policy makers to practitioners and researchers. This event is the follow-up of the EMOOCs 2014 Summit and will include a significant presence from European projects active in this area including EMMA, this year. The conference will include four tracks: Institutions, Experience, Research, Worldwide, and for the first time a preconference MOOC will be organised. This year, the conference will take place in Mons, Belgium on 18-20 May. [Here](#) you will find more information and learn how to register.

FLAME Conference in Manchester, 25-26 June

The FLAME (Film, Languages and Media in Education) Research Centre is an organisation



which develops research in the areas of Pedagogy, Languages and Film/Media. It is now organising a [conference](#) that will take place on 25-26 June in Manchester. The main goal of the conference is to bring together teachers, scholars, specialists of language and film education and linguists to share ideas and good practices, analyse new trends and discuss methodologies.

NAMLE Conference in Philadelphia, 26-27 June



The NAMLE Conference is the premiere professional development conference for educators, scholars, practitioners, media industry professionals and others

interested in media literacy and information literacy in North America. The NAMLE conference is part of Global MIL Week. The main sections in the conference are: Integrating Youth Media/Modern Media Makers (M3); Research & Praxis; Intercultural/International Dialogue; Explorers & Pioneers. More information [here](#) about the programme and the presenters in the conference, which is taking place in Philadelphia on 26-27 June 2015.

Children's Film First Conference

The Children's Film First Conference is an ECFA project (European's Children Film Association). The CFF Conference will cover the following key topics: ways to engage children in film; uses of digital technology in film literacy; practical sessions focussing on good practice in film literacy; as well as case studies, looking at how you can use new techniques in your day-to-day work. The conference will take place on 23-24 September 2015, at the Brussels City Theatre. [Here](#) to learn more and register.



International Children's Film Festival Brussels



The next International Children's Film Festival will take place on 01- 08 November 2015 and is organised by the not-for-profit Belgian organisation Film'On. Film'On is actively involved in training related to the different types of films that children see: short movies, documentaries, previews. The programme for this conference addresses broader themes that cover social, educational, ecological, anthropological, and of course artistic elements. For more information and if you want to get involved in the organisation of this event, see [here](#).

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