Media & Learning News

Publication of Media Literacy in Europe: Inspiring Ways to involve Parents

The second edition of Media Literacy in Europe, published by Evens Foundation, is focused on the parental media mediation. Based on the research done, the publication underlines the importance for parents to integrate media in their children educational projects. As media is part of family life, parents should offer guidance, while keeping track of their child's media usage. Media can also be used as support in children's upbringing, and thus, this edition proposes some inspiring and good practices of different types of media. An online version of the publication is available here.

European Media & Information Literacy Observatory publishes action lines

The Observatory aims to be a federation of colleges and European research centres from 27 European countries (of the EMEDUS Project) that foster exchange and systems of cooperation, establish synergies and plan joint actions, in order to be a reference for policy-making. Thus, the Media & Information Literacy Observatory (EMILO) attempts to create a research platform that disseminates the exploration of the Media Information Literacy in European institutes and monitors different databases of recent publications, organizations and experts. For more information check the website.

Media Literacy and Media Education network for Central and South-Eastern Europe launched

One of the highlights of the recent Media Meets Literacy event held in Warsaw was the launch of a Media Literacy Network in Central and South-Eastern Europe. The initiative to set up this network came from Nicoleta Fotiade and her colleagues in the new MediaWise Society in Romania. 21 media education practitioners took part in the discussions in Warsaw to launch this new network mostly came from NGOs and universities in Greece, Bulgaria, Slovenia, Bosnia & Herzegovina, Romania, Cyprus, Poland, Montenegro, Serbia, Hungary and Macedonia. If you would like to know more, contact the MediaWise team.

Media Education in Brazil, Portugal and Spain

"Agentes e Vozes. Um Panorama da Mídia-Educação no Brasil, Portugal e Espanha", edited by Ilana Eleá on behalf of Nordicom at the University of Gothenburg in Sweden, is a recent publication, in Portuguese and Spanish, on common aspects in the field of media education, shared by Brazil, Portugal and Spain, despite the cultural, economic and educational differences. An English version of the book "Agents and voices: a panorama of Media Education in Brazil, Portugal and Spain" will be made available on the Clearinghouse website in due course.

Winners of EVENS Media Literacy Prize announced

The Evens Prize for Media Education focused on the social media networks. The aim is to support existing initiatives that contribute to the education of children and adolescents (aged 9-16), directly or through their teachers or parents, so that they can use social media in a sensible, constructive and ethical way. This year Prize has been awarded to the Dutch network organization mediawijzer.net for its Media Masters. The Austrian Institute for Critical Digital Culture, *Cracked Labs*, was awarded the runner-up prize for its online game *Data Dealer*. The awards ceremony was held during the "Media Meets Literacy" conference that the Evens Foundation organized in Warsaw on 21st and 22nd May 2015. For finding out more about the awards ceremony and the jury members, check the website.

RTBF announces a new Media Literacy site

RTBF the public service broadcaster in French-Speaking Belgium recently launched a brand new site dedicated to media literacy, which you can find here. This site explains RTBF's mission in relation to media literacy which is all about developing the public's ability to access and critically review all types of media as well as their ability to communicate, participate and create content in various contexts and in multiple types of media. This site includes access to MediaLog, RTBF's flagship media review programme which involves viewers in a debate about how the media currently operates and how it continues to evolve.

NMC Horizon Report 2015 on Higher Education

The NMC Horizon Report for 2015, conducted by the New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI), aims to inform the choices that institutions are making about technology, to improve, or extend teaching, learning, and creative inquiry in higher education across the globe. The three key sections of this year report constitute a reference and straightforward technology-planning guide for educators, higher education leaders, policymakers, and technologists. Check the full NMC Horizon Report: 2015 Higher Education Edition.

Featured Articles

A Framework for Film Education in Europe

By Mark Reid, British Film Institute, UK

One of the successful bids to Creative Europe Film Literacy strand in 2014 was for a consortium of partners led by BFI in the UK to create a 'Framework for Film Education'. The idea came from Ian Wall, ex Film Education in London, and now running the Film Space, and Sarah Duve of Vision Kino in Germany. When Ian, Sarah, and I, and around 30 other people, carried out the research Screening Literacy, into patterns of film education in Europe, we found a huge

Mark Reid

and diverse range of approaches, projects, and film education practice. Our first recommendation was that Creative Europe should sponsor a coherent model, or models, of film education for European practitioners and policy makers; something that would act as a common language for explaining and understanding what film education can achieve.

Our Framework has been produced by a group of around 30 people, from agencies, universities, national bodies, cinemas and cinematheques, in 18 different countries: from Vitor Reia Baptista in the University of the Algarve, to Ginte Zulyte of Meno Avilys in Lithuania; from Alicia McGivern of the Irish Film Institute in Dublin, to Maria Leonidas of teacher-training outfit Karpos in Athens, the Framework has been devised across a rich vein of expertise in a series of intense, passionate, and engaged arguments and debates.

We have found a range of different models and principles, different emphases and cultural temperaments, which we have attempted to embrace. We hold collectively, a number of principles to be fundamental to film education:

- Recognition of the specificities of film – as artform and text, with its own language, history, and aesthetics.
- The importance of integrating critical and creative practices and processes with the widest possible participation in film culture.
- The entitlement of all young people to experience, learn about, and appreciate film through both the formal structures of schooling, and the informal environments of home, family, and society.

We want to preserve the indissoluble nature of film as a language and art form, while acknowledging that film is being 'translated' into different platforms and modes all the time; we want to make sure that making, watching, and talking about film are always seen as integrated practices; and we think that everyone should be entitled to experience film as part of 'a rich cultural education that enables people to lead a creative life', a phrase that comes from the Report of the Warwick Commission on the Future of Cultural Value.

I won't reveal too much more here except to say that our Framework is 'outcomes-led'; that is, we start from the position of what we imagine people should know, understand, and be able to do, when they participate in film education activity. Then we propose examples of experiences or activities that might lead to those outcomes. We identify 'areas of learning' which include being aware of the specific language of film, knowing how film is both collectively and individually made and consumed, regularly watching a wide range of films, and doing so with a critical eye and ear, knowing about the contexts of film, and always reflecting on one's engagement with film.

Our aim is that teachers and other educators, policy makers, programme and project designers across Europe will find such a Framework useful when planning, presenting or explaining their film education work. We launch the

Framework formally on June 19, at the Cinémathèque Française in Paris, with a group of speakers and project presenters led by Alain Bergala, one of our great European cineastes and film education thinkers. Although the seminar is invitation-only, we would welcome interest in attending from readers of this newsletter (contact the Editorial Team)

Adopting the ideas and technologies of the Maker Movement in schools

By Wietse van Bruggen, Kennisnet, The Netherlands

The possibilities and ideas that fuel the maker movement are getting more and more attention from schools. With tools like 3d printers, laser computers, programmable microcontrollers like Arduino and credit card sized computers like the raspberry Pi and the Internet as a resource to draw from and share, it has never been easier for someone to make their idea a working reality that can be shared and used by people all over the world. Within the maker community there is enormous creativity, sharing and collaboration to be found. In the Netherlands we find a growing interest in the possibilities this maker community and the technology that they use.

Wietse van Bruggen

What's so new and special about making things?

Making things is of course nothing new. It's something that some say is at the core of what we are. Humans make things. New technologies just give us new capabilities that make making things more accessible and shareable. Designing digital models of objects and programming code are some of the capabilities that make it possible to make things in new ways or to make people do things they have never been able to do before.

Combining the old with the new, and reinventing it along the way

These new technologies do not replace the traditional materials and processes of making. In fact, they work very well together. Consider for example the Dutch self-proclaimed *fashiontech* designer Anouk Wipprecht who combines fashion with engineering. By using 3d printers, microcontrollers, new types of materials and traditional materials and skills she combines the old with the new. One of her dresses communicates the wearer's mood through sensors and microcomputers embedded in the dress, and parts of the dress are created using 3d printers.

Schools that are becoming places for making

Some schools are adopting this technology and on their journey are finding out how they can incorporate the ideas and the possibilities of this new maker movement. The vocational education institution ROC Deltion is doing projects where fashion students work together with programming students to make fashion infused with technology just like Anouk Wipprecht. Students at the secondary education institution De Populier get the opportunity to work on their own projects during the so-called *Fabklas* (Fabclass). There's no grade, nothing particular the students have to make. It all starts with one simple question: what would you like to make? Projects range from a bike constructed mostly from wood with the help of a computer controlled laser cutter, a drum computer made with the use of an Arduino microcontroller, or a doorbell that doesn't make a boring old ringing noise but plays the tune of the classic Super Mario Bros videogame.

It's not (totally) about the technology

Through the making of these products the students at the mentioned schools and many others of course learn how to use the technologies involved. But more importantly these students are given time and space to explore their own creativity, working through problems they encounter in their construction journey and collaborate with other students they can learn from or collaborate with, as they have different skills. Developing these skills, (sometimes called 21st century skills) is something that is useful for anybody in their lives, whether they pursue a career in engineering and technology or not.

Media Meets Literacy Conference in Warsaw

By Sally Reynolds, ATiT, Belgium

Sally Reynolds

The Media Meets Literacy Conference held on 21/22 May in Warsaw and organised by the Evens Foundation brought together about 200 Media and Information Literacy (MIL) professionals from all over Europe in a terrific spirit of exchange and dialogue, highlighting the increasing number of really impressive schemes, projects and grassroots activities already in existence all over the continent. Participants who included policymakers, researchers, academics and – most importantly – practitioners met in two different venues for what were in fact 2 very different days of activities. This clever conference agenda clearly met the aim of the conference which was to create a space for experts and practitioners to meet, exchange, learn from and be inspired by one another.

Day one entitled "Frontstage day" was all about inspiration. After the official welcome by Tim Verbist, conference director from Evens, David Buckingham's keynote raised a considerable amount of controversy and debate – just what you want from a keynote speaker at the start of a conference. Well known in media literacy circles for many years, David argued for the importance of clear definitions and realistic political strategies as he traced the development of media literacy in Europe. He was particularly critical of what he describes as the 'blanding' of media literacy – an increasing tendency towards what he describes in his [blog](#) as a 'normative, self-regulatory version of media literacy'. This is a far cry from what David feels to be the true position of media literacy as a grassroots, practical movement with media education as an oppositional and subversive force. Along the way in his keynote talk, David took several other side swipes which raised a few eyebrows in the room including some particularly harsh comments about film literacy.

The rest of day 1 was given over to what was described as 'Time for Inspiration' which were 12 short but really fascinating presentations of good practices and ideas. These ranged from Jo Harding's description of the Doc Academy in the UK to Wolfie Christl's presentation of Data Dealer – a game about digital privacy which included an insight into just how difficult it is for creative people like Wolfie to finance these kinds of tools. Day 1 ended with the Evens prize for Media Education Award Ceremony when the first prize of 25,000 Euros went to Mediawijzer.net in the Netherlands ably represented by its Program Director Mary Berkhout. The audience was charmed to learn that the second prize went to Wolfie Christl – clearly the 15,000 euros that goes with this second prize is about to be put to good use!

Day 2 entitled "Backstage Day" meant a switch of venue to the wonderful Dom Jabłkowskich building, a former department store that provided a perfect environment for the networking activities that were at the heart of the agenda. The first 90 minutes was given over to a kind of speed-dating opportunity, 40 key individuals in the European Media Literacy and Media Education community were given table spaces where conference participants were invited to come and have short conversations about whatever they liked. These table talks ranged from discussing pertinent questions to fact-finding opportunities about different projects and were really popular and seemed, at least to me, to work really well, maybe that was because I found myself to be one of these table hosts and had a really great time talking to lots of different people – real and effective networking certainly from my point of view.

Participants could then choose to take part in one of 12 workshops. These workshops ranged from the practical, like those on Digital Storytelling techniques organised by Maks and on CyberSense: Staying Safe Online organised by the Ariel Trust to more process and policy driven ones like the one organised by JFF and Centro Zaffiria on Media Education Inside Families. The event came to an end with the launch of the MIL/PEER Media & Information Literacy Platform for Exchanging Educational Resources, a joint effort by the Evens Foundation and the Modern Poland Foundation. If you want to learn more about this event, then check out the conference [website](#).

Tools of the Trade
Pimping videos for better learning experiences

Educanon is an innovative web based video service that allows instructors and content creators to add different interaction modes to existing videos, whether they are posted on YouTube, Vimeo or elsewhere. The tool is quite simple: add the URL of one of your (public or embeddable) videos, add questions or tasks to the timeline of the video and publish the interactive video via the [Educanon portal](#). Of course you need to have the rights over the videos you re-publish in this way. A broad range of video enrichment questions and assignment types is available by default: multiple choice, reflective pause, free text response, check all that apply, fill in the blanks, etc. Furthermore the service provides facilities for immediate feedback to answers, production of printable worksheets, quick code access, editing of equations, additional web content or embedding of media. Content creators can create classes to which they assign their pimped video lessons, or they can share and publish a link to the interactive video resources. The service is free with limited functionalities but paid subscription opens up the functionalities to more teachers and classes or whole school deployment, creation of unlimited lessons and classes, monitoring unlimited amount of students, sharing with colleagues and more.

Media & Learning Association News

Third Media & Learning Association AGM

The Media & Learning Association held its AGM on 27 May online. The agenda included a review of work carried out in 2014 and a report and plan for activities in 2015 and 2016. Members heard about project proposals in which the association is a partner and were invited to vote for the inclusion of two new members of the board: Paul Held (Friedrich Alexander University Erlangen-Nuremberg, Germany) and Blair Stevenson (Oulu University of Applied Sciences, Finland), were both elected unanimously. Key actions in the next months include activating planning for the annual conference in March 2016 and the MEDEA Awards (deadline 30 November 2015). More here.

Membership recruitment drive launched

An open invitation has been issued to any organisation interested in becoming a member of the Media & Learning Association who shares the same interest in promoting and stimulating the use of media as a way to enhance innovation and creativity in teaching and learning across all levels of education in Europe. Membership benefits include opportunities to get involved in cross-border projects, priority engagement in the annual Media & Learning Conference and access to the different communication channels managed by the association like this newsletter. If you would like to join, send us your contact details.

M&L webinars: next in the series on June 11

The Media & Learning webinar series on Lecture Capture and Video Use in Higher Education continues! The next one (and last before the summer), *Video in a multilingual context*, will be held on Thursday June 11, at 15:00 (CET). In this one-hour webinar we will be talking about the practicalities of translation and transcription services with Jorge Civera from the Universitat Politècnica de València (Spain) and Ruth Kerr, University of Naples "Federico II" (Italy). Registration is open.

Resources of the Month

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

- Learning Technology and Innovation A selection of Information Literacy resources from LSE Library and repository for teachers to share teaching materials.
- Mashable A platform where you can find Tech & Mobile Education Tools. The digital resources are meant for students as well as for parents.
- Graphix Amulet An exciting game for kids, where they learn how to create movies, working also as a comic builder.

- MediaSmart An online platform that provides information regarding adverts and commercials to help children understand advertising.

Related Awards Schemes & Events

PLURAL+ 2015 welcomes entries by June 15

The United Nations Alliance of Civilizations (UNAOC) and the International Organization for Migration (IOM) invite you to submit original and creative short videos focusing on Migration, Diversity and Social inclusion. PLURAL+ invites young people aged 9-25 to address key challenges and opportunities in their entries related to social inclusion and cohesion, migrant integration, respect for identity, diversity, and human rights. Find out more here.

Webinar on empowering women in media education on July 2

The aim of this webinar organised by the UNITE-IT community which is focused on e-inclusion is to promote gender equality and to highlight how gender equality can be brought into media education. This webinar taking place at 10:00 CET on July 2 is intended for staff of inter-governmental and non-governmental organisations; gender focal points; and others interested in advancing gender equality and media literacy. More info here.

10th Youth Media Summit July 27, in Belgrade, Serbia

The International Youth Media Summit taking place from 27 to 31 July is organised by the Global Youth Movement, an autonomous and inclusive charity association of civil society organisations, including individuals, private companies, corporations and associations, active in the field of new models of Education, Media, Intercultural Dialogue and Cultural Diversity, working with the UN Alliance of Civilizations. Information about this event is available from this web page.

TEAC Conference September 23 Belgrade, Serbia

The annual Telecentre Europe conference will begin with the Unite-IT award ceremony that acknowledges the best digital inclusion practices and resources. On September 24-25, the participants will have the opportunity to learn how to influence policy makers and advocate at national and EU level, and get engaged in structured discussions in a panel with policy makers. On the last day of the conference an e-Participation topic will be tackled. Follow the website for updates.

Contact information

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