Media & Learning News

Media & Learning News

Europe's audiovisual media rules

The European Commission would like to hear the views of anyone interested in making Europe's audiovisual media landscape more fit-for-purpose in the digital age. In a public consultation open until 30 September, the Commission is asking for feedback on the current framework regulating Europe's audiovisual media landscape, the so-called Audiovisual Media Services Directive - AVMSD. This includes your opinion on issues like the current audiovisual framework, the roles and responsibilities of market players, as well as policies for protecting viewers (particularly children), promoting European works and regulations regarding online audiovisual advertising. You can participate through the official website.

EUCIS-LLL publishes guide to education policies

A new guide published by the European Civil Society Platform for Lifelong Learning (EUCIS-LLL) aims to shed more light on EU advocacy in education, and explain the complex processes behind it. The Guidebook to EU Decision-Making in Education and Training is meant to bring Europe closer to Europeans by outlining the EU's involvement in education and training policies across Europe. By having a better understanding of the different policies, the number of programmes and different funding schemes available, the report's authors hope to help the reader find their way easier in this sector.

SEN Revolution: the (im)possible communication

SENnet (Special Educational Needs Network) is a project established with European Commission funding which aims not only at giving students with special needs the possibility to attend classes, but also to help them in establishing real communication. Short videos produced by this network shows examples of how, with the help of the newest technology innovations, teachers are able to understand students' needs during class and, as a consequence, improve the quality of their school lives, as they become more and more independent. Eye trackers, augmentative and alternative communication, sensory learning for deaf children, they are just some of the examples shown in school settings in different European schools, from Portugal to Estonia, where children with special needs are able to be finally part of the class. You will find these showcase videos on the SENnet web page.

Mind over Media - analysing propaganda

The Media Education Lab in the US have launched a really useful resource for teachers and others interested in exploring propaganda with students. This freely available site provides activities for students to learn how to recognise propaganda and how to develop a responsible attitude to it in their daily lives. Students are invited to rate examples of propaganda, understand better how and why propaganda is used and upload their own examples. Visit the site here.

Media Education Conference 2015 - in the light of the midnight sun

MEC (former NBE) is an informal and friendly conference organised by the Centre for Media Pedagogy at the University of Lapland, Finland. Participants attend MEC to exchange ideas and information dealing with media education, educational use of ICTs and various types of learning environments. MEC is organised biennially in June in various locations of the Finnish Lapland and this year took place in Salla, Eastern Lapland, from June 15-17. Researchers and innovators in media education and allied fields from six countries gathered to discuss playful and game-based learning; media and code literacies; empowerment through media; media and ICT in teaching and learning; digital story telling; 3D, virtual and simulation-based learning; and Internet and social media in everyday life. In addition to the formal program, the participants could discover the Lappish wilderness and the 24-hour sunlight. You can find out more here.

European Project supporting social media verification

REVEAL is an FP7 supported European project that is developing tools and services that aid in Social Media verification. The REVEAL team look at verification from a journalistic and enterprise perspective and are committed to not only creating and sharing useful tools and services but also to providing access to information about relevant developments in this field through their busy website. Technologies under development supported by REVEAL aim to make a higher level analysis of social media possible, thus enabling users to reveal hidden 'modalities' such as originality, trustworthiness, reputation, proximity, influence or credibility of information etc.

New educational series by EAVI: Jack Says ...

The European Association for Viewers Interests (EAVI) recently launched a new approach to bringing media literacy skills to media users across Europe. In its brand new series called "Jack Says" EAVI plans to share concise information, warnings and useful tips & tricks on how to use media more safely and effectively. The series will follow the template of various internet memes, thus appealing to the youngest and most active users of new media. Find the first episode here.

Featured Articles

Rethinking the use of video in online learning

By Christopher Newman and Anna Hansch, Alexander von Humboldt Institute for Internet and Society (HIIG), Berlin, Germany

Christopher Newman

Anna Hansch
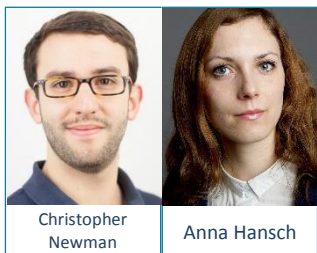
Video content plays a central role in most MOOCs and other forms of online learning. It is typically the main form of content delivery, as well as the greatest cost driver of MOOC production. Nevertheless, there seems to be a great deal of insecurity around the appropriate use and production of video for online learning.

Together with our colleagues at the MIT Media Lab, we set out to answer the following questions in our exploratory study "Video and Online Learning: Critical Reflections and Findings from the Field":

- How is video designed, produced, and used in online learning contexts, specifically with regard to pedagogy and cost?
- What are the benefits and limitations of standardizing the video production process?

We conducted a review of the literature, interviewed experts in the field, and studied how video was being used in over 20 MOOCs.

Key findings from our study include:

- Lecture-style videos dominate course content, replicating the traditional pedagogical model of a university lecture. The talking head video style is commonly used in MOOCs, despite evidence that lectures are ineffective at developing critical thinking skills, fostering deep understanding, and supporting the application of knowledge;
- Video tends to be the most expensive part of MOOC production, although individual course budgets vary widely, depending largely on what skills, resources, and support the instructor already has on hand;
- The impact of production value on learning is uncertain. Although more research is needed on how to best measure a learning video's effectiveness, there seems to be a tendency for many institutions to opt for a professional, studio-style setup when producing video;
- Content expertise differs from media and pedagogy expertise, which means that experience in teaching offline is no guarantee for success in teaching online. Shooting a test chapter can be a valuable source of feedback for both the instructor and the production team;
- Standardising the video production process in MOOCs could help cut costs, in theory. However, it is hard to implement in practice, discourages experimentation, and doesn't take into account differences among instructors. Ideally, video styles should be matched to the instructor's strengths.

Based on these findings, we have developed a set of recommendations:

- *Think twice before using video*: consider other forms of media (e.g. podcasts or interactive animations) and other uses of video (e.g. live video);
- *Make the best use of video as a medium*: take advantage of video's strengths and leverage these by choosing a presentation format that is appropriate for the pedagogical objectives. See our paper for a useful typology of video production styles;
- *Consider lightweight and DIY approaches*: make use of existing resources and prioritize learning and pedagogy over glossy, high-quality videos.

With this paper, we hope to make a contribution to the debate by calling for more critical reflection on the use of video as an instructional tool in online learning. Read the full report here.

Media and Learning Book Review

Continuing our new series reviewing books in the domain of media and learning, this month our attention turns to mobile learning. Our team is looking for volunteer reviewers to review books in the coming months. If you have recently published a book or have recommendations for new books to review, please send them to news@media-and-learning.eu. All questions, comments and suggestions are very welcome.

Going Mobile – teaching with hand-held devices

Reviewed by Joasia van Kooten, ATiT, Belgium

The award winning series Delta Teacher Development series (DTDS) is a series of books for English language teachers, published by Delta to provide teachers with very practical learning and teaching support materials that are innovative and creative. In the same series you will find other titles that could be of interest to the media-oriented language teacher, for example Film in Action, Storytelling with Our Students, Computer games and language aims, Teaching language through cultural content.

In the author's note of Going Mobile it becomes clear that the writers Nicky Hockly ("I've never been much of a gadget person") and Gavin Dudeney ("I've always been a gadget man") have quite different approaches to technology and new gadgets. Nicky and Gavin are colleagues working for the online teacher training and development organisation The Consultants-E and have written many other books on the topic of digital technologies for education in recent years. In this book they describe their experience on the use of mobile devices for language learning and try to inspire teachers to go mobile in their classrooms as well.
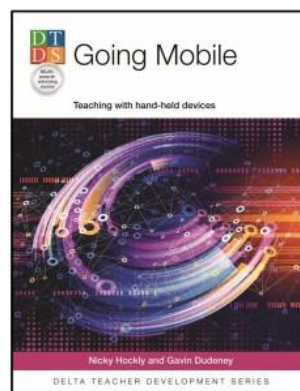
The book is divided in three sections, starting with an extensive introduction to mobile learning. The writers take a step back and look into the different meanings we can give to the term mobile learning: mobile can focus firmly on the mobile device you use for the learning, but can also mean "on the move", further on you can also see it as the connection you create between

the world inside the classroom and the outside world. Later in the first section they discuss how mobile learning can be practically implemented in a class setting and what technical as well as pedagogical challenges you are likely to come across along the way. Brief case studies help to explain how other teachers have overcome the main issues. After this honest review, the middle section consists of five chapters with practical activities and proposed apps. The first chapter bundle activities that can be done if you are interested in familiarising your students or even yourself or colleagues with the use of mobile devices. The authors explain that these activities can be very useful in case there is some resistance in the school as it helps illustrate the affordances mobile devices can have in a learning context. The second chapter explores how text-based apps can be used for learning: both consuming and producing text. The third chapter is built around image with or without text. The forth chapter proposes plenty of audio-based activities, for example apps to develop listening and speaking skills. Chapter five is all about video: which combines the earlier elements: text, image and audio. Every activity starts with a clear title and a one phrase summary, which makes it easy to scan through the activities and pick something of interest. Then, each activity is explained further, with options for apps to install. Interestingly enough, some activities do not propose a specific app, so even if you have restrictions in your school for the use of mobile devices from students, the activities are a good way to discover language learning activities making use of media, where the mobile device could also simply be replaced by a basic audio recorder, photo camera or video recorder.

The last section of the book explores how you can go further with mobile learning in your classroom and institution. It looks into projects of a longer duration and gives ideas for a step-by-step implementation plan for use of mobile devices in your institution. Although the book clearly advocates for the use of mobile devices in the classroom for several reasons, it also discusses the challenges that come with it in an honest way. With the many activities proposed in the middle section, this book serves as a very practical guide for anyone who would like to start with the use of mobile devices and/ or media for teaching and learning languages. For teachers who already have some experience, this book also serves as a good source of inspiration for new engaging multi-media activities.

ISBN 978-1-909783-06-5

Media & Learning Association News

M&L webinar series – call for topics

The Media & Learning Association's monthly webinar series on the use of video in higher education kicks off on 10 September. This one hour discussion with several experienced educational video providers, including Carlos Turro Ribalta from UPV in Spain and Thorleif Hallén from UNINETT in Norway will focus on their plans for the coming academic year. At the same time, our Video in Higher Education Special Interest Group (SIG) will be sending out a survey to our network to identify relevant themes and speakers for the coming year and to gather ideas for the one day workshop planned in Brussels on 9 March, right before the Media & Learning Conference 2016.

M&L Conference - agenda preview

The call for inputs to the Media & Learning Conference 2016, taking place on 10-11 March 2016, will be launched on 1 September. Building on the success of the last 5 years, this year the conference organisers plan to focus conference content on several core themes including:

• Media literacy and radicalization – building resilience, fluency and objectivity;

• Strategies supporting a more pedagogically effective use of films and other audiovisual content in European Schools;

• Video in MOOCs: a missed opportunity?

• Social media policies and practices in schools and youth organisations in Europe;

• Use of audiovisual and other media to support special needs education inside and outside the classroom;

• Making science education more effective and fun through the use of audiovisual media;

• Making games as a way to build up programming and design thinking skills.

The annual general meeting of the Association will be held at the same time as the conference in Brussels and special rates for new members to attend the conference will also be launched in September.

Tools of the Trade

Pro Smartphone video tools

By Mathy Vanbuel, ATiT, Belgium

There are many advantages of using smartphones for video making: their size allows them to be put anywhere you like, they are discrete, and they are available anytime as most of us nowadays already have an iPhone or similar in our pocket. Other advantages are the small support equipment that you may require (rigs, tripods, lenses etc.) Quality is not an issue as the images shot with such phones can hardly be distinguished from images shot on equipment that costs 20 or 50 times more and needs a full crew on the set to operate. But there are of course also disadvantages such as fixed focus during the shot, monitoring of audio and video during shooting, etc.

Courtesy: Cinema FV5

The movie Tangerine was entirely shot on iPhone 5s. The video app used is the multiple award winning FiLMiC Pro costing 7,99 Euro, which features variable speed zoom, audio gain control, manual control over focus, exposure, ISO, shutter speed, tint and colour temperature and even variable frame rates up to 240 frames per second on the iPhone 6. For Android users Cinema FV–5 (less than 2 Euro) is a good alternative. Price won't be the issue.

Resources of the Month

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

➢ Grovo – a platform that provides a collection of 90 second video resources for teachers.

➢ VoiceThread – is a cloud application where you can upload all your multimedia files. Participate in VoiceThreaders communities using your voice, video or text.

➢ eLearning Infographics — an infographic guide to edTech trends concepts.

➢ LearnDash – a platform for creating and selling courses, deliver quizzes, award certificates, and download user reports.

➢ TED-Ed's library of lessons – Educational videos on a platform that allows users to take any useful educational video from anywhere and create a lesson around it.

Related Awards Schemes & Events

International Mobile Learning Conference 17-24 October, Venice, Italy

The International Association for Mobile Learning is organising the mLearn 2015 Conference from 17 to 24 October 2015 on a cruise ship departing from Venice, Italy. This 14th annual conference on mobile and contextual learning is a key research and networking event for researchers, strategists, educators, technologists and industry practitioners concerned with mobile, ubiquitous and contextual learning, and learning with emerging ambient and wearable technologies. For more details and registration go to the official website.

Online, Open and Flexible Higher Education Conference 29-30 October, Hagen, Germany

This year the annual Online, Open and Flexible Higher Education Conference organised by EADTU is focused on the means by which technology-based teaching and learning can lead to a transformation of higher education. EADTU argues that through new modes of teaching and learning, three complementary educational areas are emerging in European higher education. During the conference, challenges and strategies for implementing these different models will be discussed. Register now to attend the conference.

Second European Exchange Filem'On, 1-8 November, Brussels, Belgium

The second European Exchange Filem'On in organised this year under the framework of Story-writing for Film and Media for young audiences, audience design & taboos in film. The idea behind this event is to enable discussion of what can be difficult topics in film and media for young audiences in this professional setting. This event is created for story writers, directors, producers, script doctors and innovators from all over Europe. The exchange is open to anyone interested in creative film and media for young audiences. This year, the exchange will take place on 6 November, in Muntpunt Brussels. Check the website for more info.

8th annual International Conference on Education, Research and Innovation 16-18 November, Seville, Spain

The 8th annual International Conference of Education, Research and Innovation (ICERI) is taking place this year on 16-18 November, in Seville, Spain. A variety of educational projects will be presented during ICERI2015 that will also include discussions on topics related to the fields of research in teaching and learning methodologies, educational projects and innovations and new technologies applied to education and research. ICERI2015 will provide an ideal platform to share the latest education practices, providing an atmosphere for strategic networking opportunities.

Motivating Students with Mobiles - IMCL2015 19-20 November 2015, Thessaloniki, Greece

The 9th International Conference on Interactive Mobile Communication Technologies and Learning (IMCL2015) covers aspects of mobile learning this year as well as the emergence of mobile communication technologies, infrastructures and services. IMCL2015 aims to promote the development of mobile learning, to provide a forum for education and knowledge transfer, to expose students to the latest ICT technologies and encourage the study and implementation of mobile applications in teaching and learning. IMCL 2015 is taking place on 19-20 November, in Thessaloniki, Greece.

eMOOCs 2016 – call for papers

The Fourth European MOOC Stakeholders Summit, has announced its Call for Papers. The submission deadline is 28 September, 2015. EMOOCs 2016 will be held on 22-24 February, 2016, in Graz, Austria. Organised by the University of Graz and Graz University of Technology, the event aims to be an opportunity to gather worldwide actors involved in the Massive Open Online Courses phenomenon, from policy makers to practitioners and researchers. More information here.

Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact the Media & Learning News Editorial Team.
Address: ATiT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium
Tel: +32 16 284 040, Fax: +32 16 223 743
E-mail: news@media-and-learning.eu