

### Media & Learning News

#### OERup! OER uptake in Adult Education- Join a self-guided blended-learning training programme



The EU funded project OERup! aims to raise adult education professionals' awareness as to the potential of using OER (Open Educational Resources) and OEPs (Open Educational Practices) in adult education by offering a self-guided blended-learning

training programme from October 2015 to March 2016. Topics covered include OER & OEP definition; open licensing; searching, evaluating, repurposing OER; creating and distributing quality OER and implementing OEP for teachers and managers. To deepen the exchange between peers, expert webinars and peer-discussions will be offered. In addition, participants can start their own OER project during face-to-face training sessions in the partner regions followed by a 1-month online mentoring phase. The projects and lessons learnt will be presented during a closing webinar in March 2016 aimed at the wider community. This training starts with an opening webinar on 21 October 2015. Join the [training](#) for free.

#### Vidusign - creative video for the deaf

ViduSign is a 2 year EU funded project that is exploring the creative use of video production for the young deaf. It shows how video can support creative discovery and problem-based learning using a multiple communication approach. It is working transversally, across different countries, to help young deaf people, aged 15 to 24, in their education and vocational preparation.



[Vidusign](#) has developed six video models that will inspire

teachers of the deaf and learners how to use video creatively. These videos take users from basic video production to more advanced practices. The project began with a design phase realised with the input of deaf youngsters in different parts of Europe and then went through extensive piloting with the targeted groups. The results have been translated into pedagogical materials that include printed and online materials, and [video tutorials](#). The results of the project are available as open resources in English, German, Spanish, Slovenian and Catalan.

#### Game Jams growing in popularity

Game jams have been growing in popularity across college campuses and in out-of-school programs. In a game jam, teams are challenged to design a game in a short period of time on a specific theme. In autumn 2014, the 'White House Education Game Jam' in the US invited developers, educators, students, and academics to participate. In Europe, this year [JamToday](#) tackled the area of Healthcare and Wellbeing, while in 2016 the annual thematic area will be Learning Mathematics. The JamToday fair is taking webinarplace on 30 November in Barcelona, Spain. Register for this event [here](#).

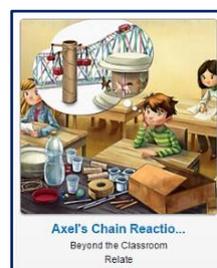


#### The future of video is interactive

In her article "The future of video is interactive", published on the Ember Television blog, Helen Brown talks about the impact that YouTube has had in changing the general perception of online videos. Helen believes that the relationship between web and videos, which was limited to just watching and sharing videos, has shifted to a different level, where users can interact with the videos. By use of new technologies, the interactive videos are giving the audience a chance to choose not just what and when, but also HOW to watch videos. Helen says that "So far, interactive video is about giving more control to audiences and providing more than just a passive viewing experience." Read the full blog article [here](#).



#### Revere Awards declaring media winners



The Association of American Publishers' 2015 [REVERE awards](#) recently announced the winners and finalists of different competitions they support including the Golden Lamp winners, Classroom winners, and Beyond classroom winners. They also provide learning resources which have been evaluated by both educators and publishing industry professionals. These high quality media literacy resources are intended for learners of all ages.

### Featured Articles

#### Digital Literacy: more than ICT skills

By Nicoleta Fotiade, Co-founder Mediawise Society, Romania



Nicoleta Fotiade

During these summer months Romania has placed on public debate its national curriculum. Digital literacy is integrated as a key competence. The experts at Mediawise Society think that the description of the competences is limited to functional skills, safety online and using technology as a tool. There is very little about engaging with media and understanding how media works (for us).

We sent our opinion to the Ministry of Education and to the Institute for Education Sciences (ISE) that coordinates the curriculum changes. We wrote saying that the current description focuses only on certain aspects of digital media and that it does not follow a structured conceptual basis, practices and learning processes for wider digital literacy.

In our opinion, the definition should take into account the pupils' socio-cultural realities and media practices - engagement with digital technology happens at increasingly younger ages. According to the draft curriculum the pupils will acquire advanced digital knowledge and skills only late in their schooling - by the end of the 12<sup>th</sup> grade; and those incomplete ones.

Moreover, the digital literacy definition should consider what the pupils should know about (digital) media, following four main concepts: (1) media language, (2) representation, (3) institutions and (4) audience.

It should also take into account what students should do with (digital) media: how to read media (analysis and evaluation) and how to create media content using the digital tools (creative media).



Professor David Buckingham - with whom we have been consulting on the issue - agrees with our position. His point is that digital literacy policy-makers should acknowledge that *"the Internet (like TV, like film, like books) offers us a set of representations of the world; that it has an economic/commercial and a persuasive dimension; that we need to understand how it works, both on a 'micro' level (e.g. how online 'texts' communicate, verbally and visually) and on a 'macro' level (e.g. how people make money, how the network is shaped), and we need to reflect critically on how different people use it and engage with it"*.



ISE accepted our point of view in an official letter. Hopefully the next step will be the actual modification of the document before it becomes official. Of course this is only about the curriculum. In my opinion the stakes to actually put into practice media literacy education in schools is to invest in the teachers' media literacy. But that's another issue to be discussed in a different article perhaps.

Hopefully our advocacy experience for media literacy is or will be useful to you. The full English translation of the digital literacy description as present in the draft national curriculum is available at this [link](#). We would like to hear from you. You may leave your comments at the very same web link.

## The Upside of Upside Down: an in-depth look at Flipping the Classroom

By Tammy Jackson, Director of Communications, Sonic Foundry, Washington, US



Tammy Jackson

First there was lecture capture. A time when professors could record their classrooms without changing the way they taught. Then came flipped classroom - the lecture-first, discussion-later response to an increasing demand by students for a more personalised education experience.

The flipped model has been a mainstay at some of the best institutions in the US over the past decade, including MIT and Cornell, and adoption is now rising rapidly across the board. With that increased adoption come important faculty insights into what it takes to deploy this technology-driven pedagogy, which is anything but teaching as usual. The Center for Digital Education, in partnership with Sonic Foundry, completed the first in-depth, survey on faculty perspectives of flipped classrooms.

Their findings reveal that despite the time and resources it takes to launch a flipped course, the model shows the overwhelming majority of faculty - 97% - report that their initiatives are successful. "There is an imperative to increase the real-time and real-world value of college degrees in order to meet the rising costs of higher education," said Sean Brown, Senior Vice

President, Sonic Foundry. "Despite the investment of time and effort required to implement the flipped classroom model effectively, the approach is clearly delivering key benefits to both students and faculty and will continue to see increased adoption in the coming months and years."



Download this [flipped classroom guide](#) to see the full survey results, get advice from instructors who have created a flipped learning environment, read the latest research on why flipping works, and get tips to create your own flipped classroom. Among the biggest challenges with flipped classrooms reported in the survey are the need for professional development to support the model and the amount of time it takes to create course content or reformat existing content. In fact:

- 75 percent of faculty indicates that preparing for a flipped classroom takes more time than a traditional class.
- Despite this, the overwhelming majority - 83 percent of faculty - "strongly agree" or "agree" that the model has positively impacted their attitude towards teaching.
- Another 86 percent "strongly agree" or "agree" that student attitudes have also improved since adopting the flipped classroom.



"Based on both our research and actual use cases, the flipped classroom model is critical in shifting our educational approach from a passive one to an active one that better prepares college students for their careers ahead by engaging them in the material,"

says Joe Morris, Director of Research and Analysis, Center for Digital Education. "Flipping classrooms is at the center of today's blending learning approach, and is one that makes best use of both faculty and student time when deployed effectively." Read the full study [here](#).

## Social media and the new era...

By Dr. Christos Georgousopoulos, Delivery Manager, INTRASOFT and Project manager REVEAL



Christos Georgousopoulos

Social media have changed the way we communicate and interact. They contain an ever increasing amount of information and nowadays almost everything and everyone can be found in or via social media. But how reliable is the information maintained online?

In the beginning, the primary communication channel was through so-called 'word of mouth'. Societies were mostly rather small, and it was possible to get to know what was happening in such small circles by just talking to other members of the circle. Everybody knew selected bits about other members of these groups and related ones, either directly, or through other fellow group members. The flow of information was implicitly filtered and annotated with meta-information such as trustworthiness, reputation, or influence, and the power of information transfer was then in the hands of all (or most) people.

As societies grew larger, the appearance and then growth of media took over the role of being the primary information channel. In recent years, however, we have been witnessing the potential of power being transferred back to the people who are getting more and more opportunities to access information directly from primary sources, with geographical distance being no obstacle. Nowadays, almost everything and everyone can be found in or via Social Media. It takes a lot of effort though, and often it is even impossible, to distinguish the useful information from the noise. This need has been acknowledged by relevant research communities and several initiatives that have recently appeared. Many of these focus on the automatic discovery of information by adopting semantic search and retrieval technologies, adapting this to the particularities of Social Media content.



What has not yet been achieved, however, is how to discover and utilise the hidden social values that were implicitly exploited in former small 'physical' societies. Complete models of small and large societies, interacting vividly in real time, are engraved and well hidden in the content that is residing in Social Networks. If we can manage to decipher these interactions we will be able to reveal much more than the direct meaning, or what is evident "on the surface". Further to discovering what is being said about an unravelling event, for example, we will be able to tell how trustworthy a piece of information is. In addition to discovering what people are saying about a product or service, we will be able to predict how influential these people are and how much this can affect the reputation and marketability of the product or service.

**Reveal** Working along these lines, the REVEAL project, co-funded by EU (FP7) aims to advance the necessary technologies for making 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. For more information about REVEAL please visit the [website](#).

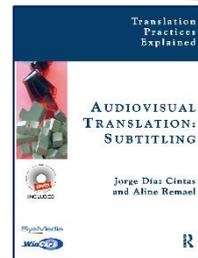
## Media and Learning Book Review

**Audiovisual Translation, Subtitling**  
by Jorge Díaz-Cintas and Aline Remael (Routledge 2014)

Reviewed by Mathy Vanbuel, ATiT, Belgium

Making videos accessible across languages and beyond limitations (disabilities or other) is becoming an increasing concern in educational media use, for example in MOOCs like in the case of EMMA where videos included in their MOOCs, are made accessible in multiple languages. Nowadays close captioning, translating and subtitling applications are available to users with (semi)automatic systems such as the YouTube CC functionality or UPV's MLLP, or the transcription services from Amara, 3Play or others. However, what is often lacking to practitioners is a good theoretical understanding how to effectively do translation and subtitling. This book "Audiovisual Translation: Subtitling" is certainly one of the reference book for all involved in this area. It is research based and focuses on generally accepted practice. The book covers linguistic and technical aspects, provides rules and examples of good practice as well as

conventions to comply with what viewers expect and accept. It describes furthermore skills and knowledge you need to acquire in order to be able to subtitle as a professional. The book contains exercises for those that want to improve and/or test their skills and can be used as a course book. The accompanying DVD contains a trial license of WinCAPS, professional subtitling software (free up to date version can be [downloaded](#) at any time independent from the handbook) but the information in the book can just as well be used to support translation and subtitling practice in other subtitling systems or software such as Amara or YouTube, the guidelines are extremely useful in every situation. The DVD furthermore contains examples of English, French, Italian, Spanish and Dutch videos with subtitles. ISBN 13: 978-1-900650-95-3



## Media & Learning Association News

### M&L Conference 2016 site launched

The Media & Learning Conference 2016 will be held on 10–11 March at the



Flemish Ministry of Education and Training in Brussels. Organised under the banner title of *Enriching learning through media education and media literacy*, Media & Learning will be all about sharing ideas, comparing experiences and building robust solutions to create learning that matters.

The ten core themes that will underpin the programme include: media literacy and radicalisation, innovative use of video in MOOCs, making media matter for science education and practices, platforms and resources for media education and media literacy. Pre-conference workshops are planned including a full day workshop on 9 March on the Use of Video in Higher Education, Media Literacy Practice and video usage in science education.

Media & Learning Conference 2016 will include the awards ceremony for the annual MEDEA Awards and the AGM of the Media & Learning Association. The closing date for proposals is 1 November 2015 and registration to the conference is now open. Further information available [here](#).

### M&L webinars: new series starts 10 September

A new series of Media & Learning webinars starts this month. The first webinar *Video in Higher Education – what are your plans for 2015-2016?* will be held on Thursday 10 September, at 15:00 (CET). This one hour webinar is aimed at everyone involved in providing video-based services in higher education.



We have invited 3 experienced practitioners to tell us about their plans and the challenges they face for the coming year, they are: Carlos Turró Ribalta, Head of Media Services Department, Universitat Politècnica de València (Spain), Thorleif Hallén, Senior Adviser/Manager Educational Technologies, UNINETT (Norway) and Daniel Tan, Group Chief Learning Officer at the Taylor's Education Group (Malaysia). [Registration](#) is now open.

### Tools of the Trade

#### Swinging Online Music Education

By Mathy Vanbuel, ATiT, Belgium

Two years ago Practice Your Music was one of the most remarkable MEDEA Awards finalists. With the Practice Your Music apps music students could study music and practice with their musical instrument in an exciting and interactive manner online anywhere, anytime. Since the beginning of July this year, there is now another similar app to support teachers in music education. Music Life boat's BandBlast is available on iOS and Android and



Image: musiclifeboat.org

targeted in the first place to those that do not have access otherwise to music education. Very much like Practice Your Music, this new free of charge music education app can support teachers or learners in existing or new music programs. The

app includes video lessons taught by world-class musicians as well as challenging video games that teach rhythm, pitch, and note reading. Furthermore the app includes a recording tool that allows students to play and record alongside some of the best musicians in the world and save their recordings to share them with teachers, family and friends. More about [Practice Your Music](#) (not free) and [BandBlast](#) (iOS, Android, free).

### Resources of the Month

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

- [Student Guide to Images](#) - is a guide about how to use images and their copyright status in UK. 
- [Powtoon](#) - an online application which allows you to create animated video and presentations. 
- [Socrative](#) - an application for teachers to engage and assess their students with instant result aggregation and visualisation. 
- [GoAnimate for Schools](#) - is a do-it-yourself animated video platform for teachers and students to make videos. 

### Related Awards Schemes & Events

#### Children's Film First Conference 24 September

The Children's Film First Conference is a new Europe-wide conference for everyone who works with children to educate and inspire them about film.

It is organised by ECFA (European Children Film Association) and will include sessions on how to engage children in film and the use of digital technology in film literacy as well as practical sessions on good practice in film literacy. The conference will take place on 23-24 September 2015, at the Brussels City Theatre. To find out more, visit the conference website [here](#).



#### Innovate, Connect, Transform 20-22 October

The European Commission and FCT are organising ICT 2015 – Innovate, Connect, Transform, on 20-22 October 2015 in Lisbon, Portugal. ICT 2015 will include several parallel activities: a policy conference presenting the Commission's new policies and initiatives on Research & Innovation in ICT (Horizon 2020 Programme); an interactive exhibition showcasing the results of recent EU ICT Research & Innovation actions; networking opportunities; and information about funding opportunities through the 2016-17 Horizon 2020 Work Programme. Find out more [here](#).



#### Youth Media Education Summit 20-21 November

The 8<sup>th</sup> Media Education Summit brings together a global network of media educators, scholars and researchers to share research, and innovation on media education and media in education. This year it is being organised alongside the [Youth Media Education Summit](#) (YMES) which has invited young people to take to collaborate with media education scholars and practitioners. The two joint Summits will take place on 20-21 November, in Boston, United States.



#### Educational Video Challenge 30 November – 2 December 2015

The Educational Video Challenge is a joint event set up by the Oulu University of Applied Sciences in Finland and the Pädagogische Hochschule Oberösterreich in Austria. The Challenge is organised as an annual, Hackathon-style educational event in which university-level students work together in teams to create educational videos. The event will be held from November 30 to December 2, 2015 and will culminate in a live streamed screening when the winners are announced on December 4, 2015. The videos need to be [submitted](#) before 2 December 2015 in order to be considered.



#### EUscreenXL Conference 3-4 December

The final international EUscreenXL Conference "Content in Motion: Curating Europe's Audiovisual Heritage" take place on 3-4 December, in Warsaw, Poland, at the National Audiovisual Institute. Topics discussed include the benefits and challenges for institutions in making their AV collections available online and how to improve the online presence and user interaction of European audiovisual collections. [Registration](#) is now open.



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