



## Media & Learning News

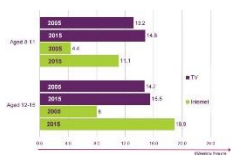
### Talking about extremism in Flemish classroom

Well known Flemish journalist Rudi Vranckx and his colleagues have put together a teaching package to help teachers in Flemish schools talk about extremism with their students. Called 'Mijn Jihad in de klas', this handy teaching resource provides video recordings of interviews with young people struggling to come to terms with their lives as Muslims in daily life in Belgium, with parents of young people who have gone to fight in Syria and with others with strong views about radicalisation and integration. You can view these materials [here](#) (currently only available in Dutch).



### Amount of time teenagers spend online more than doubled since 2005 according to Ofcom report

Ofcom recently released a report entitled 'Children and parents: Media use and attitudes report 2015' which examines children's media literacy in the UK. It provides detailed evidence on media use, attitudes and understanding amongst children and young people aged 5-15, as well as detailed information about the media access and use of young children aged 3-4. The report also includes findings relating to parents' views about their children's media use, and the ways in which they decide to monitor or limit the use of different types of media. Read the full report [here](#).



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### WAWALAB: how to digitally live your city

"Warszawa Lab – Urban Lab for Media Education" is a project created by Towarzystwo Inicjatyw Twórczych "ę" and the Evens Foundation, which involved 30 participants getting to know their city, Warsaw, in a new way, through meetings and workshops. Participants were asked to interpret different topics related to the city (from history to urban activities) by using social and digital tools, in order to get to know their city better and, at the same time, to improve their digital skills. The results of this project were published in a manual available online which show and share ideas on how to create similar educational projects in your city. For more info read [here](#).



## Featured Articles

### Media Education: a new way to teach media information

By Darina Kocurová, Media Education Project Coordinator



Media Education Coordinators

One of the most often overemphasised issues in Media Education in many countries is its theoretical component, which does not satisfactorily direct learners to the most rewarding aspects of the field. To create and/or raise opportunities for young people to have

their voices heard, we have to teach them how media information is produced, how to create their own forms of media and what channels to use to express their viewpoints. All these premises were kept in mind when we wrote the Erasmus+ project proposal named "[Media Education: From Passive consumers to Active creators](#)" with its main intellectual outputs planned: hands-on Media Education (ME) lesson plans published on a website open to the general public.

The project was approved and the work started. However, all five of us, the four teachers from Portugal, Italy, Greece and Spain, and the teacher from the coordinating school in Slovakia, had no previous experience, no training and, actually, neither theoretical nor practical knowledge of Media Education. We were starting our work completely from scratch. Long hours of self-study followed the transnational meeting where we met in person for the first time.



Every day after we finished our full-time work and family duties we exchanged quite a number of long emails to share what we had learnt or to seek answers and explanations in mutual cooperation.

Although loads of ME resources can be found online or in print, we realised that most teachers who are eager to implement ME into their teaching, might feel as confused and lost as we did once they started going through the available ME materials. Therefore, we have decided to offer something we could not find: ready-made materials to teach ME topics or skills in a simple way without too much preliminary research on the teachers' and students' part.

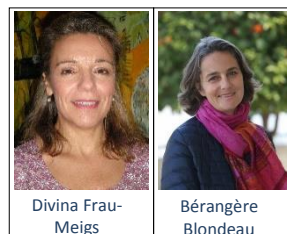
Moreover, each of the lesson plans we have created so far tries to meet the following requirements:

- Focus on creating one media form as a student's output;
- Offer a suggestion and link for a free user-friendly online application;
- Aim either at one ME topic or at how to create a certain media form;
- Supplement each plan with a PPT presentation whenever more theoretical or step-by-step explanation is needed;
- Plan for use of most common devices (such as smartphones) and standard equipment available in current classrooms.

On [the European Media Education Lab website](#) (EMEL) we have already published our first lesson plans which have been tested with our students beforehand. Some of the first media forms we focused on creating in our lesson plans are adverts, a press release, a short video, a journalistic photo story, a book cover, an online magazine or a comic strip. We have also created lesson plans about social media and texting, selfies, alcohol advertising and copyright.

### Media & Information Literacy through the DIY MIL social MOOC

By Divina Frau-Meigs and Bérangeère Blondeau, Sorbonne Nouvelle University, France



Divina Frau-Meigs

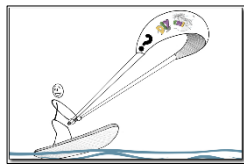
Bérangeère Blondeau

The DIY MIL MOOC is a social MOOC (sMOOC) based on active participation by followers and facilitators alike. It is hosted on the OpenMOOC platform developed by the European-funded project ECO. This state-of-the-art platform includes participatory and collaborative features such as micro-

blogging, geolocation, forum, group forum, peer-to-peer reviews, gamification, badges, etc.

The MOOC ran three times during 2014 and 2015 and was followed by about 1000 participants. The facilitators and the pedagogical team organised interactive live events, like hangouts and tweet chats throughout the weeks: they invited experts and participants to exchange around different topics or experiences. The vast majority of participants who answered the final questionnaire reported having enjoyed this experience and learnt a lot on the topic of MIL and of MOOCs.

The DIY MIL sMOOC has been specifically designed for teachers, educators, trainers and anyone who is working in a school environment or association, in order to help them to respond to MIL questions and to provide them with appropriate tools for implementing MIL projects.



During the sMOOC and guided by EOL, the "DIY MIL" avatar, participants are invited to think about the "Do It Yourself" philosophy in relation to Media and Information Literacy.

This sMOOC tries to answer questions about MIL: Why? Who? What? How? It combines theory and practice and provides appropriate tools to create a MIL project (learning objectives, competences, evaluation). It opens up a community and professional space for teachers and practitioners who want to share, exchange, create and disseminate MIL projects.

The philosophy of the DIY aspect is:

- D for "DO": the discovery and implementation of the MIL spirit, the development of a specific atmosphere, a philosophy within creative and participatory practices;
- I for "IT": the study of successful and good MIL practices from schools or the NGO environment. Practices to imitate, transform and inspire in the DO spirit;
- Y for "YOURSELF": the elaboration of a road map to implement a MIL project with targeted use of WEB 2.0 tools.

DIY often leads to SWO "Share With Others": Participatory and collaborative work and learning.

The learning goals of the DIY MIL sMOOC are:

- to understand MIL issues in the digital age
- to identify the key operational concepts of MIL
- to know and associate MIL skills to an educational project
- to take part in a professional MIL community
- to set up a MIL project using appropriate Web2.0 tools

The MOOC is structured around 8 sessions and tries to answer:

- Why? Freedom of expression, human rights and MIL
- What is MIL? Main instruments and stakeholders
- What? Media and audiences
- What are the challenges? Youth and media in the digital era
- Which skills are needed for MIL? The 7 C's
- How to implement a MIL project? DIY and SWO
- How to assess MIL? The repertoire of e-strategies

The DIY MIL sMOOC allows participants to follow different learning paths and roles:

- Explorer: a path to satisfy their own curiosity.
- Analyst: a path to comment and explore resources proposed in view of their own practice and project.
- Creator: a path to create and produce their own roadmap to achieve in practice a MIL project in its own environment individually or in a group.

This sMOOC has been produced for ECO by the University Sorbonne Nouvelle, with the support of SAPIENS and CCMC. The two co-authors of the DIY MIL are Divina Frau-Meigs and Bérangère Blondeau, supported by a team of community managers and facilitators.

You can find out more about this ground-breaking initiative [here](#).

## Video used for teaching maths: how it can be a valuable tool

By Brooke McCurdy, Mathematics Teacher, CCTL, USA



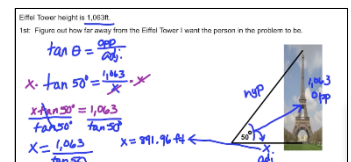
Brooke McCurdy

The use of academic video in the mathematics classroom is essential to student growth and success. As a mathematics educator, I utilize video to strengthen pre-requisite skills, enhance curriculum content, ease anticipated student struggles, and push students further in their mathematics knowledge.

Students often forget concepts that they have previously been taught. This makes for repeated questions and explanations on these topics. I've found that through the use of academic video, I can help students to strengthen their skills in these areas. By means of a learning management system, my students can access these videos at any time. Students can watch these while working on homework, classwork, and projects. This saves class time by having the students get the help they need when they need it. As an educator, I can anticipate concepts that students may struggle with. I will pre-emptively create videos of step-by-step instructions and make these available to students. I also make videos demonstrating keystrokes on the graphing calculator so that students can watch these when they need them. I've found that students enjoy having these videos at their fingertips and they will actually request videos on different concepts.

Academic video plays a part in the successful implementation of classroom projects. Students sometimes struggle with the application of content to a project. Thinking outside the box and problem solving can be a challenge for some students. I can use video to give directions, help them connect concepts and give them examples of end products.

Academic video also plays a big role in enriching content. I use video to flip lessons and assign students pre-work of watching a video to introduce or review a concept. This allows us to have richer classroom discussions about the concept and spend more time analysing work. We can utilize classroom time to dig deeper into concepts and allow students to ask more meaningful questions. It also allows for more of a personalized learning experience. I can create differentiated lessons and employ video as a means to do so.



As educators, we are tasked with helping students develop and we are measured on their level of academic growth. I have found that using academic video to reinforce concepts and push students further has



resulted in successful student growth. The bright students are the toughest group to grow. Since they are already performing at advanced levels, it is difficult to push them to the next level. However, through the use of academic video, I am able to pique their curiosity and get them thinking on a deeper level.

My endeavours in academic video are ongoing and I am always looking for ways to utilize video to foster success for all students. I have seen such positive response from the students regarding the use of academic video and it is evident in their academic growth. It has changed my classroom for the better and I am able to spend more time creating the personalized learning environment that the students need.

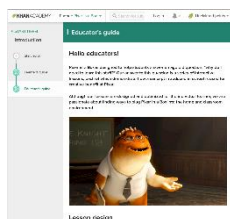
Editor's Note: Brooke will be speaking at the next [Media & Learning Conference](#) on 10-11 March as well as during the pre-conference workshop on 9 March on media supported science teaching.

## Tools of the Trade

### Pixar in a Box tells learners why they need to learn stuff...

By Mathy Vanbuel, ATIT, Belgium

Khan Academy and animation movies production company Pixar have joined forces to try and come up with some motivating content that helps learners understand why they need to learn the "boring stuff". Pixar in a Box is a series of interactive lessons, each of which demonstrate how a concept introduced in school is used in real life for creative benefit at Pixar, but these lessons can also be used in general as resources in different classes in science, maths and other. The lessons were initially designed for individual learners who can pick and choose which lessons are most interesting or suitable, but Pixar in a Box can be used just as well in a home environment (with passionate parents or older siblings) as in the classroom. For that purpose the site also provides some teacher materials. The content is for the time being limited to a selection of topics such as environment modelling (using parabolas), character modelling (applying for example mathematics of subdivision), animation (curves), crowds (combinations and binomial coefficient), sets & staging (geometric transformations and rotation), and rendering. Pixar in a Box is only a small segment within the large Khan Academy but very interesting especially for those who want to use video in a hands-on fashion for learning both the creative and the scientific aspects to it. More info [here](#).



## Media and Learning Book Review

### Film Distribution in the Digital Age, Pirates and Professionals by Virginia Crisps (Palgrave Macmillan, 2015)

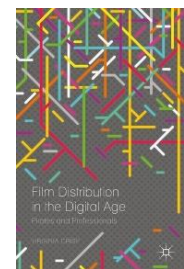
Reviewed by Paola Francavilla, ATIT, Belgium

How has film distribution changed since the start of the digital age? What actually is distribution and who are the actors that play a role in it? These are the questions that Virginia Crisps, Senior Lecturer in Media and Communication at Coventry University (UK), aims to answer in "Film Distribution in the Digital Age, Pirates and Professionals" published in 2015.

This interesting book investigates the relationship between formal and informal networks of dissemination. It distinguishes itself from previous literature on this topic as it includes also piracy and file-sharing as part of the "wider social and cultural processes of film distribution".

This book underlines the power that distributors have, as they can decide on the movies that an audience will watch which makes them principal actors in charge of shaping a culture. In fact Hollywood studios have such an incredible influence that the U.S. dominates the global film industry, despite the fact that India and Nigeria produce more film (UNESCO Institute for Statistics, 2012). Hollywood is, however, "threatened" by piratical practices, from the counterfeit DVD to file-sharing online, which inevitably changes the boundaries between producers, distributors and consumers in the digital era.

As Paul McDonald, Professor of Culture, Media and Creative Industries in King's College London, UK points out, this is "a compelling study of the diverse ways in which films are now circulated and made available [...] a must-read for anyone interested in the growing field of media distribution studies". The ebook version will be available soon [here](#)



## Research Notes

### Digitally connected: Global perspectives on Youth and Digital Media - ebook edited by Urs Gasser & Sandra Cortesi

This [ebook](#) is a very rich collection of articles exploring the challenges and opportunities children and youth face nowadays in the digital age. Topics like inequitable access, risks to safety and privacy, skills and digital literacy, and civic engagement are discussed by more than 50 academics, practitioners, young people, activists, philanthropists, government officials, and technology companies reps from around the world. This collection is an output of Digitally Connected, an initiative of the Berkman Center at Harvard University in collaboration with UNICEF, and is freely accessible online. [picture ref.: Digitally Connected: Global Perspectives on Youth and Digital Media p 122]



### Teacher motivations for digital and media literacy

An interesting [study](#) by Renee Hobbs and Sait Tuzel, performed with Turkish educators, looks at motivation for digital and media literacy activities to stimulate creativity, critical thinking communication and collaboration skills in students. They look at availability of tools, the influence of subject-area specialisation and the digital learning motivation profiles of teachers. [picture ref.: Teacher motivations for digital and media literacy: An examination of Turkish educators p 8]



### Like to see your research featured here?

Are you involved in research on media-based education, media literacy or innovative use of media including animation, video, games in primary,



secondary or higher education? The Media & Learning Newsletter is sent every month to over 12.000 contacts and is looking for research results to promote in the coming issues. Submit your proposal to be included [here](#).

## Media & Learning Association Programme launched for Media & Learning Conference 10-11 March 2016

The programme for the next Media & Learning Conference 2016 taking place in the Flemish Ministry of Education and Training in Brussels has just been announced. Organised under the banner title of "Enriching learning through media education and media literacy", Media & Learning 2016 will be all about sharing ideas, comparing experiences and building robust solutions to create learning that matters.



Highlights on this year's agenda include:

- Keynote talks by Alison Preston, Ofcom, UK, Barend van Heusden, University College Groningen, The Netherlands and Diana Bannister, MBE, University of Wolverhampton, UK
- Public discussion on the role of schools in tackling radicalisation to include media literacy experts Renee Hobbs, University of Rhode Island, USA and Divina Frau-Meigs, Sorbonne Nouvelle University in France as well as politicians and radicalisation experts.
- High-profile plenary discussion on moving media literacy centre-stage with Nathalie Labourdette, European Broadcasting Union, Margaret Boribon, European Newspaper Publishers' Association, Katia Segers, Member of the Flemish Parliament and Emmanuelle Machet, European Platform of Regulatory Authorities.
- Talks and showcases of creative practices in the classroom and lecture hall by practitioners including Jan Debognies, MAKS, Belgium, Eleni Kouvari, 2nd Experimental Highschool of Athens, Greece and Frank Weissman, NHTV, The Netherlands.
- Master classes on Oculus Rift and other VR headsets, on video in the science class, on contributing to the MIL/PEER media literacy and media education platform and on using a fundamental rights tool-kit in formal and informal education.
- Screenings of good practice including documentaries and other formats by Ciarán Kissane, Broadcasting Authority of Ireland, Shoshana Eilon, Film Platform, Israel and Steven Stegers, Euroclio.
- Presentations and discussions about the pedagogical value of video in higher education with Blair Stevenson, Oulu University of Applied Sciences, Finland, Zac Woolfitt, Inholland University of Applied Sciences, The Netherlands and Jörn Loviscach, Fachhochschule Bielefeld University of Applied Sciences, Germany.
- Presentations and highlights from the MEDEA Awards 2016 finalists, Europe's only awards scheme aimed at highlighting excellence in the use of media to support teaching and learning.

Media & Learning is aimed at practitioners, content-creators, service-providers and policy-makers and builds on the success of previous Media & Learning Conferences attracting an average 300 people each year.

Come a day early to the conference and take part in one of the 3 pre-conference workshops planned for Wednesday 9 March. These workshops are on video in higher education, on using media in science education and on teaching about propaganda.

Registration to the conference is open, visit the conference [website](#) for more information.

## Next AGM of the Media & Learning Association

The Annual General Meeting of the Media & Learning Association will take place on 11 March during the Media & Learning Conference in Brussels. The Media & Learning Association is an international not-for-profit organisation with 34 organisational members in 17 different European Countries. Although only organisational members are entitled to vote during the AGM, this meeting is open to anyone who would like to join.

## Upcoming webinar: Video and Assessment

The next webinar in the Video in Higher Education series will take place on Thursday 28 January at 15:00. This one-hour webinar will deal with the topic of assessment and how video can be used in different ways in the assessment process. Register [here](#).



## Resources of the Month

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

- [CoolKidFact](#), free educational resource for teacher and kids covering a wide range of subjects;
- [Audiolingua](#), bank of authentic resources recorded by native speakers, for a pedagogical or personal use.



## Related Awards Schemes & Events

### LACE at Bett Show 20-23 January in London

If you are interested in learning analytics and are planning to visit the annual Bett Show in London then look out for the LACE seminars on learning analytics in Higher Education and in Schools taking place on 20-21 January. For more information about these seminars and on how to join the annual LACE meeting and networking event, visit the LACE [website](#).

### Opencast Community Summit 14-16 March in Cologne

The aim of The Opencast Community Summit on Academic Video and Lecture Capture is to discuss, define and document best practice for the management of audiovisual content in academia. The Opencast community is a collaboration of individuals, higher education institutions and commercial organisations who come together to discuss, define and document best practice for the management of audiovisual content in academia. The call for participation in the summit is now open - more information available [here](#).

For more information, to submit content or to unsubscribe from this newsletter, please contact the Media & Learning News Editorial Team.

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