



Media & Learning News

Finalists in MEDEA awards announced

The 8 entries shortlisted for the MEDEA Awards 2016 have been announced. They are Apprendre l'anglais avec les Tutos de Huito by Stéven Huitorel, France, Labhair Linn! Cabhraigh Linn! - Speak with Us! Support Us! by Edel Crosbie, Ireland, La Moselle ensauvagée by Université de Lorraine, France, Magna Carta & the Emergence of Parliament by the National Archives of the UK, Multimedia Wismo by Nadasdy Film, Switzerland, PopuLLar - Motivating secondary school students to learn languages through their music by partners in UK, Spain, Turkey, Czech Republic, Germany and Italy, Science Bits by International Science Teaching Foundation and Science Bits, Spain and Walking through the nature by Aleksandra Andonoska, Former Yugoslav Republic of Macedonia. All finalists will be represented at the Media & Learning [conference](#) taking place on 10-11 March 2016 in Brussels where the winners will be announced.



Education needs to promote active citizenship

As part of the recent commemoration of the January 2015 attacks in Paris, the Lifelong Learning Platform (LLP) has released its first Position Paper for 2016 which calls for coherent educational policies and actions. According to the LLP, anti-immigrant rhetoric, attacks on refugees, border fences and hesitation to aid people fleeing war-torn zones in response to recent facts demonstrate the limits of our democratic society. The paper focuses on the power of education and literacy, which, it argues, play an important role in creating collaborative communities through which sustainable and democratic societies can be built. Read the full paper [here](#).



Know your rights online with the COE Guide

The Human Rights for Internet User guide published by the Council of Europe (COE) is an online resource addressed to Internet users aimed at providing information about human rights online. It is a useful tool to understand how freedoms online can be applied in the internet context, their possible limitations and their possible remedies. The guide is divided into different sections dealing with different topics – freedom of expression and information, freedom of education, etc- and it is an evolving document that is constantly updated. This guide is part of the COE response to a recommendation adopted by the Committee of Ministers of the 47 member States of the Council of Europe. For more info, visit the [website](#).



All European citizens have right to acquire literacy

The European Literacy Policy Network (ELINET) set up in 2014 and supported under the ERASMUS+ programme involves 77 partner organisations from 28 European countries engaged in literacy policy-making and reading promotion in Europe. Network members met recently in Amsterdam and one of the topics under discussion was the Declaration of European Citizen's Right to Literacy, find out more [here](#).

Featured Articles

Media Regulators turn the spotlight on Media Literacy

By Emmanuelle Machet, EPRA Coordinator of Secretariat, France



Emmanuelle Machet

Whereas the protection of minors from harmful content has always been a core duty for media regulators, Media Literacy is still a relatively recent field of action for most regulatory authorities in the field of broadcasting in Europe. More generally, it reflects a widening of the role of regulators who are not merely in charge of applying media legislation but are also expected to play an important role as facilitators by, for example, empowering users to engage with media and to protect themselves. There is an increasingly prevalent view that in a converged environment, it is important that policymakers and regulators provide people with the appropriate tools to protect themselves and to exercise effective choice when accessing media.

In parallel with its growing importance on the European agenda, Media Literacy has become a recurring topic for the [European Platform of Regulatory Authorities](#) (EPRA), an informal and independent forum for the exchange of best practices between 52 media regulators across Europe.

The topic was addressed for the first time in 2008 during an EPRA meeting. The results of a survey circulated amongst EPRA members revealed a great deal of diversity in the approaches taken to promote media literacy by regulatory authorities. It turned out that in 2008, only two of the 26 respondents to the preparatory questionnaire - the UK Ofcom and the German Medienanstalten - had a legal duty to promote media literacy.



Six years later, we revisited the issue of Media Literacy in a Working Group to take stock of new developments, compare approaches to media literacy, collect best practices and conduct benchmarking on the roles and responsibilities of regulatory authorities.

[The results of the 2014](#) survey demonstrated that there is a great deal of variety in the roles that regulators play, which can be grouped into four key "pillars" of media literacy activity:

1. Education/awareness raising: Some regulators engage in activities such as developing educational websites, producing consumer guidance and organising events such as conferences.
2. Research/reporting: Other regulators seek to inform debates by conducting research and publishing reports into the state of media literacy in their country.
3. Multi-stakeholder collaboration: Several regulators are engaged in joint initiatives through networks which typically involve a range of public authorities and private companies.
4. Content Classification: A number of regulators have developed classification frameworks in order to inform viewing choices.

It is clear that media literacy has become a higher priority for many audiovisual regulators. The increased prominence of media literacy in Europe was reflected in an increase in the number of regulators that are active in this sphere. In 2014, 15 out of 29 respondents to the questionnaire



declared themselves to have a formal role and a further eight regulators have reported that they have ML responsibilities.

The survey results suggest that the need to empower media users is now widely recognised among media regulators, as a part of the regulatory toolkit which can complement, rather than replace, statutory regulation.

Editor's Note: Emmanuelle is one of the keynote panellists taking part in a discussion about key media literacy players at the next [Media & Learning Conference](#) on 10-11 March.

Learning technologies in the classroom: how students can improve schools

By Diana Bannister, Development Director for Learning Technologies, UK



I want to explore the very challenging issues that never seem to go away around how we make teaching and learning better.

I've been very fortunate as part of my project roles to take responsibility for the observation and documentation of practice in almost 30 countries. Central to any innovation and creative practice is change and the threat of this continues to pose a

problem for many. I want to explore the whole need to change and how we can scale up the changes from one classroom across the whole school. There are of course very good reasons for keeping some things the same.

The first area I want to explore is the whole idea of teacher observation and collaboration. When did someone last give you feedback on your practice? When did you last give someone else feedback? When did you share examples of practice?

In the [Living Schools Lab project](#), the work across twelve countries shows that it is not just technology that is evident as part of innovative or advanced schools. Teachers need to engage in research and development that is part of a whole school focus.



Indeed, the evidence from the observations of practice show that students play a significant role in the improvement of the school. Schools need to consider how to involve students in learning and teaching. Some schools have identified students to be digital leaders, to support teachers during the lesson, to work with other students to show them how to use the technology. Teachers can make the mistake of thinking that students know how to use the technology, and precious time can be lost assuming that everything is intuitive. The reality is that lots of students will still need to learn how to do technical things. Digital leaders can also help to raise the profile of the school; some schools have students who record news material for digital newsletters, linking content to the curriculum and making it available via the web. It is about students taking ownership of their voice to empower the learning and create opportunities for others.

In the [Creative Classrooms Lab project](#), the focus was on exploring the use of tablets in schools. However, this project highlighted the fact that implementation of tablets and one device per student does not mean that the school has integrated 1:1 learning. In this project, teachers, researchers and policymakers developed learning scenarios to understand how to enable teachers to use the technology to facilitate project based learning with students to encourage collaboration. However, it is not easy to assess

outcomes. Teachers need to consider how their teaching embraces pedagogical design and the changing needs of students. Lesson time is no longer about the transmission of information but the facilitation and development of new ideas. It gives the student the opportunity to extend and enhance his/her thinking. At the heart of all this are students, individual people; yet it is the concept of personalisation that still remains unconsidered in many classrooms. How can we identify the progress that any individual needs to make? What resources and learning activities will best encourage and enable student progress?



Both of these projects demonstrate that when we try to make changes using new technology, beyond the access there is a need to reflect on other changes. It is therefore imperative that those reflections are part of actions taken to support school development and improvement in learning and teaching.

On March 11, I'll be speaking at the Media and Learning Conference, and I very much look forward to sharing and exploring these ideas further.

The MARCH Project: making science real in schools

By Sofia Papadimitriou, Head of the Educational Radio Television, Greece

MARCH (MAke science Real in sCHOOLS) is a network that aims to promote science as a force that can build up active citizens, help students to actively contribute to the learning process and also connect science to everyday life. The MARCH consortium consists of 9 partners from 7 European countries (UK, Greece, Germany, Serbia, Lithuania, Bulgaria and Portugal) and it brings together key players in the field of science education, science communication and relevant policies.



Sofia Papadimitriou

The anticipated impact is an increased appreciation and application of the proposed methodologies amongst educators as well as an improved understanding of career opportunities in science and research, leading to more young people choosing a career in science. The network's objectives will be achieved through an innovative methodology including local workshops bringing together scientists, educators, students, and other key players, as well as international "Innovation Swap Workshops" (ISW) to focus on inquiry-based learning and interactive educational content that will make science teaching attractive to young people and present innovative international practices.



An initial scoping exercise took place in 2014, consisting of a collection of best practices through desk research and interviews in partner countries. Its objectives were to review the current state of Science Education and to map the state-of-the-art across Europe. The scoping analysis was based on both qualitative and quantitative research, including desk research on existing policies, practices and methodologies, in-depth interviews with relevant stakeholders and online surveys among teachers and students. The results of the scoping analysis was presented at the 1st International Conference that took place in Athens, in November 2014, and have been tested and enhanced in the following stage of the MARCH project including the workshops both local and ISW. Three ISWs and seven local workshops have taken place so far and the relevant reports are available on the [MARCH website](#).

The next stage of the project involves the production of webinars, addressed to teachers, trainers and research staff from higher education from all over Europe and which will encourage participation from students too. School Pilots, organised around the key axes that emerged from the local and ISW, are planned to take place in 2016. Via seven pilots, one in each of the participating countries, teachers and students will be able to test and enhance methodologies identified and presented in the previous stages of the project. Pilot results will also feed into the policy recommendation paper that will be put together towards the end of the project, based on all its outcomes and findings, and which we hope will lead to change, enhancement and improvement in the way Science is taught across Europe, by making it more attractive to students, highlighting its relevance for career purposes in an ever changing Europe, in an ever changing world.



My presentation 'Using Media to Make Science Real in Schools in the framework of the MARCH project' at the [Media and Learning Conference](#) will focus on:

- The experience of making video by students to present a scientific challenge or idea to a broader audience.
- The proposed good practices by teachers which use media to make STEM topics attractive to their students.
- Proposals for using videos in classroom and beyond to reach personalised and collaborative learning outcomes.

Tools of the Trade

Reliable and Free Open Source Video Editor

By Mathy Vanbuel, ATiT, Belgium

OpenShot is to my knowledge the first reliable, powerful yet easy to use video editor for Linux that is free and open source. Last month the developers announced OpenShot 2.0 in Beta Release. OpenShot is for OS adepts, but it has something to say for itself: it is feature rich yet simple to use. OpenShot has demonstrated itself to be quite stable (unlike some older OS NLEs), it can save and convert to most popular formats, it has an extensive set of transitions and presets for example to export videos with YouTube's preferred settings for publishing. OpenShot is increasingly popular in schools as it is entirely free.



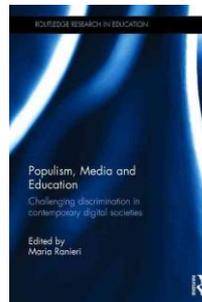
The main drawback for all non OS people is that a MacOS or Windows version is not available (although they seem to be planned). OpenShot integrates well with other open-source programs such as Inkscape, the vector-editing program, and Blender, the 3D animation program. OpenShot uses Inkscape and Blender for advanced titling in 2 and 3D. A nice feature is the possibility to produce Blu-ray videos. Free [here](#). (for Linux only).

Media and Learning Book Review

Populism, Media and Education: Challenging discrimination in contemporary digital societies Edited by Maria Ranieri

Reviewed by Sally Reynolds, ATiT, Belgium

This timely book recently published by Routledge as part of their 'Research in Education' series is based on an extensive research project e-EAV (e-Engagement Against Violence) supported by the European Commission's DAPHNE programme. E-EAV set itself two important goals. The first was to analyse right-wing/radical right discourse and communication strategies, particularly insofar as they are manifested online. The second was to carry out an action-research project based on delivering and evaluating specific media and citizenship oriented activities with teachers and students. You can read more about the project and its outcomes on the project [website](#).



In this book, Maria Ranieri brings together an impressive selection of scholars and researchers in the fields of political sciences, sociology and media education as well as media education practitioners from different parts of Europe, each with their own valuable perspective and insight. Although much of the content is quite theoretical in its approach and language, it is firmly based in reality and does much to explain and analyse on- and offline social phenomenon that relate to media literacy and media education. It provides a significant degree of insight into the potential of media literacy education to deconstruct phenomena such as hate speech and highlights how young people can be encouraged to engage more fully in society through active citizenship programmes.

Divided into 3 parts, Populism, Media and Education begins with a series of chapters which present and discuss the theoretical background to the research carried out by Maria and her colleagues. Part II provides a really interesting set of inputs analyzing populist communication strategies on the web from the 7 European countries that took part in the study; Austria, Belgium, Bulgaria, France, Italy, Slovenia and the UK. However it is the final part of this book that will probably be of most interest to practitioners where the authors report on the results of their action-research activities which aimed to develop students' and teachers' awareness of online discrimination strategies and their development of active citizenship skills through media education. Reviewing the main conclusions and recommendations made in these final chapters provides a very useful set of guidelines for anyone wishing to set up their own media literacy programme.

ISBN: 978-1-138-92984-5 (also available in [e-book](#))

Editor's Note: Maria will be taking part in the next [Media & Learning Conference](#) on 10-11 March and with Renee Hobbs will be leading a session about how media literacy may address the rise of extremism in Europe.



Research Notes

Increasing student engagement using Augmented Reality

Augmented Reality (AR), for example with the use of the "Aurasma" app, can be an engaging way to stimulate student engagement and active learning. The idea of AR is to mix the virtual world with the real one; people find objects or images to scan with a smartphone which then reveal a linked video or other digital media. In [this paper](#), Dee Vayes from the Manchester Metropolitan University explains how he and his team have been using AR with specially designed postcards at an open event day of the university and gives useful recommendations for the application of AR in higher education, but also for example to apply in a traditional CV to transfer it to a visual showcase. [picture ref.: Using Augmented Reality to engage visitors and students at the Manchester Metropolitan University p4]



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](#).

Resources of the Month

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

- [TSL Education Ltd](#), a resource which offers free videos for teaching in primary, secondary and whole school. Useful also for teachers professional development; 
- [Scratch](#), a tool for teaching coding which help students to solve problems, design projects and communicate ideas. Available in 40 languages. 
- [Socrative](#), a tool to engage and assess instantly your student, while learning happens. 

Media & Learning Association Register for Media & Learning Conference 10-11 March

The programme for the next [Media & Learning Conference](#) taking place on 10-11 March in the Flemish Ministry of Education and Training in Brussels is almost finalised and you can find the latest version [here](#). Recent additions to the agenda include the announcement that the conference will be opened by Sven Gatz, Flemish Minister for Culture, Youth, Media and Brussel who will be joined by Roberto Viola, Director General of DG Connect at the European Commission. The open plenary session will also include Aidan White from the Ethical Journalism Network who will be talking about the need to engender critical thinking amongst young people when it comes to all types of media. Register [here](#).



Upcoming webinar: Video in blended learning

The next webinar in the Video in Higher Education series will be held on Thursday, 18 February at 15:00 (CET) and will focus on what it takes to create a perfect balance between video tools and the blended learning approach, which is increasingly spreading in colleges all over Europe. There will be 2 speakers in this webinar, Wilfred Rubens, independent consultant on technology enhanced learning in The Netherlands and Carlos Turró Ribalta from UPV in Spain. Find out more and register [here](#).



Upcoming webinar: Changing nature of learning and learners



The next webinar in the Media & Learning Talking Heads series will be held on Monday, 22 February at 16:00 (CET) and will feature two of the keynote speakers in this year's Media and Learning Conference. They are educational scientist Pedro De Bruyckere from Arteveldehogeschool, Belgium and Alison Preston from Ofcom in the UK. Register [here](#).

Related Awards Schemes & Events

Future of Education: 30 June-1 July in Florence

The conference is a great opportunity to show previous and/or current educational projects on innovative teaching and learning methodologies, in order to promote cooperation and to share good practices in the education field. The deadline for the submission of papers is 21 February. For more information, click [here](#).



Scientix competition for media active science teachers

Scientix recently launched a competition for STEM teachers in primary and secondary schools inviting them to show how they are using media tools to stimulate their lessons. Entry is very simple – all teachers need to do is to submit their entries on Facebook and Twitter by adding the hashtag #MEDIAinSTEM before 15 February! The winning contributors will be invited to the Media supported STEM education workshop in Brussels on 9 March 2016 (held in conjunction with the Media & Learning Conference on 10-11 March). Scientix will organise and cover the winners' travel costs, accommodation and conference fee! For more information, visit [here](#)



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