



Media & Learning News

10 video trends you should know about to enhance the student learning experience



Panopto, a leading provider of video management, lecture capture, and flipped classroom software for the education market, recently commissioned new research in partnership with youth trend experts

Voxburner to find out what students really think about technology and video for learning. More than 500 university students from 135 different UK higher education institutions from across the HE sector took part. You can find out what they said by downloading the infographic [here](#).

TU Delft does not do post

TU Delft in the Netherlands is investing considerably in online video education, producing their own online courses and MOOCs following closely the formal curriculums of its degree programs. To meet the increasing demand for video production the university has put in place an innovative video workflow that meets the needs of instructors and provides them with the tools to deliver high-quality, effective online instruction with content that keeps students engaged. One aspect that really stands out in their workflow is the fact that they "... do not do postproduction" and to reach that objective TU Delft has opted for a complete IP based production strategy integrating also innovative media such as 360 Video. Read more [here](#).



Experts warn against simplistic solutions when tackling disinformation

The European Commission unveiled a report on March 12 by the High Level Expert Group (HLEG) on Fake News and Disinformation, spelling out recommendations for the European Union to tackle a crisis of digital disinformation across the EU bloc. The report is based on input from 39 experts from the fields of academia, civil society, media and major tech platforms. In this report the HLEG recommend a multi-dimensional approach based on 5 pillars of responses; enhancing transparency, promoting media and information literacy, developing tools for empowering users and journalists, safeguarding the diversity and sustainability of the European news media ecosystem and promoting continued research. You can download the report [here](#).



A multi-dimensional approach to disinformation

Part of the independent High Level Group on Fake News and Disinformation

learn. You will also develop an understanding of the competences required to be a visually literate educator and explore the new technologies that are being used at the forefront of teaching practice. Sign up [here](#).



Second meeting of Irish Media Literacy Network



The Irish Media Literacy Network held its second meeting in the offices of Facebook, in Dublin in February. The Broadcasting Authority of Ireland (BAI) coordinated and drove the creation of the network as part of its recently launched

Media Literacy Policy. The Network – now known as Media Literacy Ireland – is an association of member organisations who have an interest in and commitment to the long-term and sustained promotion of media literacy, for all ages, across all media. The objective of the meeting was to begin a planning process for a wide range of public information and engagement projects. Keep up to date with the network's activities [here](#).

Featured Articles

Taking a Strategic Approach to Video Based Learning at MITx

by Lana Scott, Massachusetts Institute of Technology, USA



Lana Scott

Founded by Harvard University and Massachusetts Institute of Technology in 2012, edX is an online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere. Since inception, MITx on edX has offered 366 course runs (new and re-runs), cultivated over 3.1 million unique users, awarded 229,000 certificates and produced over 40,000 videos, making MITx the most watched edX partner out of more than 90 universities.

Six years ago, MITx was made up of 3 people: a director, an educational technologist who handles the edX platform and a media specialist who was responsible for the integration of multimedia into the design and development of online curriculum/courses. Now in 2018, we are a group of 19 with a media development team consisting of 3 senior media specialists and various contract editors, animators and videographers. MITx Media team has led the charge in exploring media usage in MOOCs, moving away from straight classroom lecture capture to being more strategic when it comes to learning, researching new technologies, using innovative ways such as animation, on location shoots, lightboard and storytelling to engage learners better.

We've learned many lessons along the way. The MITx approach to using video is guided by a set of principles derived from a survey of research conducted on the use of media in online learning, from additional research on video and learning conducted at MIT, and from our direct experience in developing MOOCs. An important part of the MITx Media's Team mission is to experiment with new media forms and genres, and to revise these best practices based on our evolving understanding of visual media in education. To remain in the forefront of thought leadership around media best practices, we will continue to expand activities by working with our



instructional design team's efforts through research on the relationship between video-based learning and pedagogical effectiveness and expand access to new technologies for experimentation.

We've also learned to change some of our team's practices in regards to supporting faculty. We now offer media literacy training to teach media fundamentals, having one-on-one support on script development, animation, coaching of on-camera talent, etc. and supplying faculty and course teams with loaner equipment to help them produce high quality media.

MITx will always have that start-up feel, especially with media. It's always important to recognise both video's strengths and weaknesses as a teaching tool, and to combine a variety of genres and approaches to maximize those strengths and minimize the weaknesses. It's crucial that video for online courses should not be developed separately from other materials. Using video alone won't create an effective online learning experience. Videos should always be used in conjunction with other learning strategies, including post-video problems, assessments and project-based learning.

Editor's note: Lana will be giving a presentation during the opening of the Media & Learning Conference on Thursday June 14 about lessons learned, best practices and creative approaches to video based learning in MITx

Tackling cyberbullying in Singapore in partnership with students

by Chai Siew Cheng Aileen, Learning Sciences & Technologies, National Institute of Education, Nanyang Technology University, Singapore



Chai Siew Cheng
Aileen

Cyberbullying has become a pervasive problem among adolescents. Due to the affordances of social media technology, the victims of cyberbullying compared to traditional bullying are under constant duress because cyberbullying can occur repeatedly at anytime and anywhere via social media platforms. The level of humiliation the cyberbullies inflict on their targets can be a lot higher than traditional bullying because demeaning online messages can be easily and quickly forwarded to anyone who has internet or phone access.

This constant bombardment of online humiliation can cause most adolescents to spiral downwards from feeling overwhelmed and powerless to hopelessness and suicidal.

When compared with 25 countries in a 2012 Microsoft study, Singapore had the second highest rate of online bullying out of 25 countries surveyed, with China coming in first. To protect victims of cyberbullying, a new Protection from Harassment Bill that includes online bullying was passed in Singapore in 2014. Educational programs were also developed to combat the cyberbullying problem by equipping students with social and emotional skills and values. However, despite the efforts put in to protect adolescents from being cyberbullied, cyberbullying in Singapore is still a serious problem. The question is what else can be done to address this cyberbullying problem.

In search of how to design effective cyberbullying lessons that could reduce the number of cyberbullying incidents in Singapore, I started to analyse various media literacy and character development programs around the world. It appeared that most of the media literacy programs were effective in dispensing knowledge about the rights and wrongs of cyberbullying and

the consequences. Yet, cyberbullying incidents had not decreased. Therefore, it is safe to assume that even though students were aware that cyberbullying is an unacceptable behaviour, this knowledge was not being transferred into motivation to change and observable actions. In search of approaches that will empower students to move from such knowledge to intention to do the right thing during cyberbullying incidents, I decided to embark on a research project that involved students as co-researchers. By adopting the adolescent's lens, I hope to gain invaluable insights that will inform the design of anti-cyberbullying lessons that often take place during Character and Citizenship Education (CCE) lessons in Singapore.

For this present study, I approached the Commonwealth Secondary School (Singapore) because the school has adopted a school-wide approach of Design Thinking— a systemic process with human-centred techniques to solve problems in a creative way. I worked with the HOD of CCE (Mr. Simon Lew) and the Subject Head of CCE (Ms. Chua Pei Ni) from the Commonwealth Secondary School.



This study will take place in two phases. During the first phase, student co-researchers will use design thinking approaches to re-design the anti-cyberbullying lessons for their schoolmates, and during the second phase, they will co-teach the anti-cyberbullying lessons with their teachers that would take place during the character development lessons.

During the first phase, I worked with seven student co-researchers between the ages of fourteen and fifteen years old to redesign cyberbullying lessons in their school for three secondary three classes. The design thinking framework was adopted to guide the students through the process of inquiry. The five stages of design thinking are (1) empathizing, (2) defining the problem, (3) ideating solutions, (4) prototyping solutions and, (5) testing solutions.

At the first stage of design thinking, we identified the different possible characters involved in cyberbullying (cyberbullies, targets, negative bystanders, passive bystanders and those we call 'upstanders' who are students who stand up for or defend the person being bullied. We sought to understand the motivation of the different characters. We proceeded to define the cyberbullying problem that is present in the school that they would like to address. It was through the interviews and surveys conducted by the student co-researchers and adult-researchers that we realized that most of students in the intervention classes were both passive bystanders and targets and the main reason that the passive bystanders did not stand up to the bully to protect the target was because they were afraid that they would become the target. With that discovery, we began to ideate and prototype lesson ideas to motivate their schoolmates to stand up to the cyberbullies so they would move from passive bystanders to upstanders. The lessons were also designed with pedagogical underpinning. Once feedback was received by the character development teachers and the three lesson plans were refined, the student co-researchers were ready to enter the second phase of research that is to test out if their prototype would be successful in empowering their peers to change their behaviour from passive bystanders to upstanders.

At the second phase of the research, the student co-researchers are currently co-teaching to secondary three classes (equivalent to grade nine) with their character development teachers. They are testing out whether including activities such as real-time instant messaging simulation and

forum theatre that give their peers opportunities to explore and enact out being an upstander would enable them to want to be an upstander.



Currently, two of the three anti-cyberbullying lessons have already been conducted. It appears that majority of the students involved in the current intervention. What is interesting is that even though the second lesson was successful in

motivating students to be more pro-active in addressing cyberbullying, it became apparent during the main lesson activity that they lacked the necessary thinking skills to identify appropriate responses towards the cyberbully. In fact, they provoked the cyberbullies and worsened the situation and in some cases, the upstanders began to 'cyberbully the cyberbullies'. At that moment, we realised that there is a need to incorporate more decision-making skills in the third and final lesson so as to enable students to develop viable strategies that would be able them to address the cyberbullies' actions.

By empowering passive bystanders to stand up for the victims and to ensure a safe social environment for all, hopefully the number and the severity of cyberbullying incidents will be reduced. However, it is important to first equip the passive bystanders with not only the knowledge but critical thinking skills that will enable them make wise decisions when addressing a cyberbullying issue.

From TV to online classrooms: Using a science TV series to create new learning experiences

by Joasia van Kooten, Centre for Innovation, Leiden University, The Netherlands



Is it possible to create new educational learning experiences from a TV series - and what would this look like? That's what Dutch broadcaster VPRO asked three Dutch universities last year. Using uncut material from the TV science series [Mind of the Universe](#), Leiden University, Delft University of Technology and Erasmus University Rotterdam developed three online learning tracks that will launch in April 2018. The courses on

genetic privacy, robots in society and scientific progress are open to everyone and can be followed on online course platforms Coursera and edX.

Mind of the Universe was created by the VPRO together with scientist Robbert Dijkgraaf, Director and Leon Levy, Professor at the Institute for Advanced Study in Princeton and others with the aim to connect all scientific knowledge in the world to accelerate scientific research development. In ten episodes, top scientists from across the globe were interviewed about their ground-breaking research on topics like DNA manipulation, life in outer space, robots and the creation of life.

The well-received TV science series triggered the question whether its content could get a second life, instead of being used for a one-off broadcast. As a result, VPRO created [open source science TV](#); a unique decision in the usually strictly copyright-regulated broadcasting world. All raw materials, including uncut interviews and extra footage were published



online under a Creative Commons license, [encouraging anyone](#) interested to re-use and re-mix the material and create new content pieces.

This open source initiative, which received a patronage from [Unesco](#), provided the opportunity to explore a broader innovation question: how can the public media sector and the public education sector collaborate together in developing high quality learning content? With this question in mind, three innovation and education teams from the universities of Leiden (of which I was part), Delft and Rotterdam started a project aiming to develop a unique learning experience for people interested in delving deeper into *Mind of the Universe* topics.

It turned out not to be an easy exercise. As learning developers, we were used to work the other way around, starting from an educational challenge and creating our own learning material. Now we had to reverse the process and start from existing material and topics. It did not hold us back: we found a set of enthusiastic teachers and researchers, studying the topics from the series and together we reviewed over 30 hours of TV material.



The online learning experiences developed go beyond the traditional linear knowledge-based learning path. Instead, they offer the learner a more constructivist learning experience, where they are challenged to think and reflect on ethical issues around *Mind of the Universe* topics, such as:

- [Should all our genetic information be made public in order to eradicate genetic diseases from this world?](#) inspired by the episode on life creation, alternative life forms and DNA manipulation.
- How can robots be deployed so they can actually be beneficial for our society? inspired by the episode on the human brain and robot's artificial empathetic intelligence.
- [Can I find a solution to complex world problems before I have a well-considered question?](#) inspired by all topics and scientists in the series.

In all three courses which are available in both English and Dutch, participants are encouraged to post their answers to these questions in a creative assignment, such as a video, podcast or infographic.

While this is an interesting experiment in the light of the reusability of content and the collaboration between universities and the broadcasting world, the creators especially hope that the online learning experiences will help participants look beyond their own echo chamber of ideas, reflect critically and together find answers to complex and urgent questions. These are skills that are crucial for young people to develop, growing up in times of uncertainty with many global challenges.

The three free, open online learning experiences will start on 30 April and registrations are open now. For more information and to enrol, please visit this [site](#).

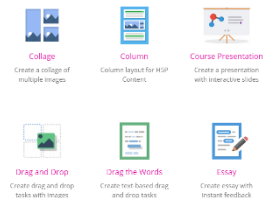
Editor's note: Joasia van Kooten & Monique Snijder from the Centre for Innovation, Leiden University will give a workshop during the Media & Learning Conference on Thursday 14 June, where you can learn to design your own Online Learning Experience using Mind of the Universe Open Source TV material.



Tools of the Trade

H5P short for interactivity

by Mathy Vanbuel, ATiT, Belgium



H5P (short for HTML5 Package) is a free and open-source content JavaScript-based collaboration framework. H5P can be freely used by everyone to create, share and reuse interactive web based content. With H5P you can build your own interactive videos,

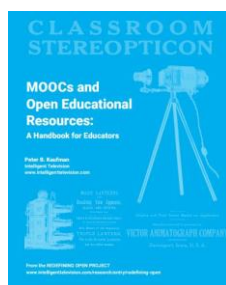
presentations, quizzes, timelines and more as well as share them on the H5P.org platform. On the platform, you have access to a web based content editor as well as to a place where you can share your own H5P content. H5P offers plugins for CMS's such as Drupal, WordPress and Moodle. H5P.org is the support site where users can find manuals and user forums, where you can try out applications, using the web based WYSIWYG editor. You can add and replace content, text, multimedia, create a course presentation with interactive slides, interactive video with hot spots, in image quizzes, multimedia games, audio recorder, interactive bar and pie charts, collages and more. You can create a free account [here](https://h5p.org).

Media & Learning Book Review

MOOCs and Open Educational Resources: A Handbook for Educators

by Peter B. Kaufman reviewed by Carlos Turro Ribalta, Universitat Politècnica Valencia, Spain

There is an increasing interest in producing video for education. For most of us video is a requirement for MOOCs, Flipped Learning or nearly all recent innovations in teaching. However, creating educational video is tricky. Sure, there are technical issues, but usually that's the easiest part. Realising that making educational videos is a complex task that includes learning design, rights management, team building and marketing is usually the first step for success.



Here is where the online book "MOOCs and Open Educational Resources: A Handbook for Educators" by Peter B. Kaufman can help. This book is a short (50 pages) review of several aspects of production from the perspective of an experienced educational video producer. The guide is in itself a step-by-step manual to how to produce and distribute educational video content under a free license, like Creative Commons and covers three main areas: educational video production, licensing and the availability of several MOOC platforms to distribute the course.

Of these three areas, the one that is best covered and the most useful is the part on licensing. Creative commons licenses are not only described, but there is an in-depth explanation on how to apply them and what decisions you should take. On the other hand, the description of MOOC platforms is viewed from a US point-of-view, and while the book is recent (2016), the MOOC landscape is evolving rapidly and readers should double check statements in this area.

In summary, a short book that makes for worthwhile reading to help you get started in educational video production or to help you rethink licensing strategies for your MOOCs. Download it [here](https://h5p.org).

Media & Learning Association News

Register for the Media & Learning Conference

With just over 2 months to go before the Media & Learning Video in Higher Education conference, registrations are continuing to come in with participants from 16 different countries already signed up. Recent additions to the agenda include a **research symposium** featuring talks by researchers on the impact of video as both a teaching and learning medium and also as a tool for assessment. The agenda will also include an opportunity for representatives from relevant **national and other networks to discuss opportunities for collaboration and common challenges**. Register now for the conference [here](https://h5p.org).

The organisers are also delighted to announce the inclusion of Panopto as a sponsor of the conference networking reception, Panopto have also recently joined the Media & Learning Association as a sponsoring member.

This year's highlights



Resources of the Month

Here are some recently added resources to the Media & Learning Resources Database:

- [Elementary Math resource Kit](#) provides articles, samples, and lessons that provide new ideas and approaches for elementary students.
- [Own It toolkit from BBC](#) aims to foster confidence in 9-12 year old children as they navigate their digital lives.
- [23 Things for Digital Knowledge](#) introduces researchers and academics to a range of simple digital tools and approaches.

Awards Schemes & Events

Children's Media Conference 3 - 5 July, Sheffield, UK

The Children's Media Conference is the only gathering in the UK for



everyone involved in developing, producing and distributing content to kids - on all platforms. The conference will take place in Sheffield 3-5 July 2018. The conference theme for this year is 'What's Next?' Further information on the conference can be found on this [website](https://h5p.org).

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

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