

Media & Learning News

Internet bad for young people's mental health?

The first of Ofcom's Media Literacy Bulletins for 2016 reports on a series of research actions including a study on perceptions of mental health and the Internet among young people and in schools in the UK. Results show a generation of young people who have positive feelings towards the internet (three-quarters say that it makes them happy), and yet acknowledge that there are areas they would tell friends to avoid. You can read a report providing details about the full study carried out by UK family online safety experts Parent Zone [here](#).



In Video Veritas – checking the reliability of video on the web

In Video Veritas (InVID) is a new European Commission supported project that is building a platform providing services to detect, authenticate and check the reliability and accuracy of newsworthy video files and video content spread via social media. InVID brings together technology companies, universities and news organisations to develop tools to support advanced video analysis. These tools will help the user understand if a specific piece of video footage is the way it is shot or if it has been post-processed and manipulated in some way. While the final results will be available commercially, open source resources are planned which can be used by the general public including teachers. The first tools are expected in September. Find out more on the project [website](#).



Looking for European films to show children?

Wrap! is a project involving partners in the Netherlands, Finland, Norway, Poland, Scotland and Sweden who are building a catalogue of European films for children with accompanying educational materials, that will be accessible across Europe. The partners in Wrap! argue that apart from festival screenings, there is a very limited offer of suitable European films that are readily accessible for (very) young audiences. During 2016 the project team plan to publish a catalogue of 22 titles, in 24 different language versions. Here's where you can find out [more](#).

University of Antwerp wins

The 10th Annual Mediasite User Conference, Unleash, was held in Madison, USA from 2-4 May and brought together 300 campus and enterprise video experts from around the world. During the Enterprise Video Awards, the University of Antwerp was honoured with the Student Achievement Award for their effort in creating and sharing lecture clips. Well known Dutch university video champion Leon Huijbers, head of the New Media Centre at Delft University of Technology in the Netherlands was given a Video Maverick award during the same ceremony. Find out more about this event on the [SonicFoundry website](#).



Anyone can build a MOOC

Massive Open Online Courses (MOOCs) need not be costly to build. A group of educators from Germany, Ireland, the Netherlands and Spain are going planning to share their knowledge on how to cut down on costs and the hours of work without compromising effectiveness for learning. On May 17, they will launch their open online course "Making MOOCs on a Budget", which covers how to quickly create video content, how to source other free content on the web, how to engage learners, and how to assess progress. This course will stay open for four months so that participants can access their peers and tutors as they build their courses. This course is part of the LoCoMoTion [project](#) funded by the Erasmus+ Programme.



Featured Articles

Media Literacy at UNAOC's 7th Global Forum

by Sally Reynolds, Media & Learning Association



3000 people from all over the world took part in the 7th Global Forum of the United Nations Alliance of Civilizations (UNAOC) which took place in Baku, Azerbaijan on 26-27 April. Set up in 2004 to explore the roots of polarisation between societies and to recommend a program of action to address this issue, UNAOC is a relative newcomer to the UN family of organisations. It benefits from the political support of the Group of Friends, a community of 119 countries and 26 international organisations actively promoting UNAOC's objectives and work at global, regional and local levels.

Global Forums are UNAOC's highest-profile events and bring together civil society, governments, media, the private sector, religious leaders, current and potential partners to discuss the work of UNAOC which is organised around four pillars of action; Education, Media, Migration and Youth. The overarching theme of this year's forum was 'Living together in inclusive societies: a challenge and a goal' which underpinned the entire programme during which people from all over the world discussed new ways of promoting cross-cultural dialogue and understanding and to spark new partnerships and commitments while at the same time tackling polarisation, exclusion and mistrust between people based on ethnicity, creed, background and culture.



Right from the opening plenary, the importance of media literacy was emphasised. Sessions on combatting hate speech and all forms of extremism highlighted the importance of building educational opportunities for young people to equip them with the skills and attitudes to not only critique media messages but also to use media in an ethical way. UNAOC has launched its own campaign against hate speech in the media last December and the forum session on the topic led by award-winning journalist Susan Sachs highlighted a number of relevant actions taking place around the world including the No Hate Speech Movement campaign led by the Council of Europe which was presented by Menno Ettema. During a later session on tackling cyber extremism through apps and video games, one of the most striking presentations was given by Tanya Silverman from the Institute for Strategic Dialogue in the UK who manages the Against Violent Extremism (AVE) [network](#) which is the largest network of former extremists



and victims of extremism in the world, bringing together 350 'formers and survivors' to create compelling counter narrative content.

The media literacy session which I moderated on behalf of the Media & Learning Association was organised by Jordi Torrent from UNAOC and attracted a lot of attention with a full room of participants. It also attracted a lot of local media attention because of the participation of Ali Hasanov who is Head of the Public Political Issues Department in Azerbaijan. The line-



up of international speakers in this session was really impressive and despite the short amount of time available, they managed to provide a comprehensive snap-shot of what is happening around the world in terms of media literacy. The session began with Alton Grizzle,

Programme Specialist in Communication and Information with UNESCO who presented some preliminary findings from the research he is leading into young people's perspectives on online hate, extremist and radical content all based on an online enquiry amongst people taking part in MOOCs. The results presented by Alton clearly point to a need for more training and awareness-raising activities in media and information literacy and really helped to ground this session in the reality of young people's thoughts and experiences right from the start. The provision of relevant opportunities to increase media and information literacy, Alton argued, is something that urgently needs to be taken up by educational authorities everywhere.

Maria Ranieri, Associate Professor of Educational Methods and Technology in the University of Florence spoke next and focused on a media literacy tool that has been developed by Maria and her team within the context of a European project. This tool is aimed at young people and challenges discrimination in contemporary society. It's already been tested with about 500 students in different parts of Europe and has generated a number of really relevant lessons for Maria and others interested in promoting media literacy with young people. The first is the importance of media literacy as a way to challenge discriminatory representations of others and as a way to solicit active forms of citizenship. Maria also argued for the importance of generating opportunities to build better understanding and critical skills rather than just technical skills when teaching about media production. Finally she made a case for using media literacy in the school as a way to go beyond 'political correctness' by addressing discrimination in student's terms and the importance of authenticity in learning opportunities such as the one she presented. Internationally renowned Media Literacy researcher

Renee Hobbs, Professor in the Harrington School of Communication and Media at the University of Rhode Island spoke next and used her time to highlight the Mind over Media website that she is spear-heading as a tool that teachers can use when teaching about propaganda. She challenged the audience to re-visit their own ideas as to what constitutes propaganda and to contribute their own examples to the tool which is populated with materials from all over the world.



The next speaker was Sanjay Asthana who is Professor in Journalism at the Middle Tennessee State University, USA. Sanjay managed in the short time available to not only highlight several fascinating media literacy initiatives like [Average Mohamed](#) and [Quilliam](#) but also to raise important questions about our approach to media literacy generally. He highlighted the lack of media literacy opportunities in the global south and called for an institutionalisation of media literacy in higher education, pointing to the

Media & Digital Literacy Academy of Beirut in Lebanon as a good example. Ali Hasanov spoke next and used this opportunity to call for a more ethical approach to journalism generally while at the same time questioning the way in which the current Armenian conflict is represented globally in the media. The final and somewhat unexpected speaker was Samia Bibars, Director of the Inter-Civilizations Department at the League of Arab States who speak about her work in supporting inter-cultural dialogue particularly amongst members of the League of Arab states and the specificities of this context in terms of media literacy. Sadly there was not a lot of time for discussion but the presentations given by the speakers in this session of themselves are really interesting and will be made available on the [forum website](#) shortly.

What makes a great MOOC?

by Ben Hertz, European Schoolnet



Ben Hertz

Over the past year, European Schoolnet has been embarking on the production of MOOCs for teachers under the umbrella of the European Schoolnet [Academy](#). Given that teachers are usually very busy and have little flexibility on the organisation of their workdays, MOOCs lend themselves especially well as a professional development tool for teachers. But while the results of the Academy vindicate this statement,

we quickly learned that producing a high quality course is no easy feat and easily underestimated. I would therefore like to share with you in this post some key lessons I have learned from our MOOC production about what makes a great MOOC and what are the key challenges.

I should add that this post does not delve into the discussion about which type of MOOC (cMOOC or xMOOC) is better or truly deserves the MOOC label. Rather, this short article offers some practical insights which should be helpful for any kind of open online course involving large numbers of participants.

A great MOOC is first and foremost a learning experience that displays the same characteristics as any well-constructed course. It features good pedagogical practices such as clear learning objectives, clarity of progression for students, engaging teachers, as well as meaningful content and assessment practices. However, due to the nature of MOOCs, there are some elements which are more specific to designing a great MOOC compared to simply designing a great course.



The following three points, very briefly, identify three key elements that make a great MOOC:

Instructor presence: Due to the large numbers of participants and conversely opinions, ideas, and comments presented on a MOOC, participants can easily get lost and feel isolated from the discussion. It is therefore essential that the instructor(s) is visible with a clear presence on the course, not just via the videos. A great MOOC will include an active instructor (teacher or assistants) on the forums and social media, ensuring that content as well as organisational questions are answered. Furthermore, the instructor(s) should recognise and identify students' contributions, either in the forum, in course emails, blog posts, or video summaries, thereby providing less confident students some guidance and structure to understand the discussions as well as motivating students to participate. While instructor presence is essential, it should not dominate



course discussions, leaving participants sufficient space to develop their own ideas and answers.

Effective use of video: Most MOOCs rely heavily on the use of video to communicate course content. Video can be a powerful medium to communicate ideas, concepts and theories, if used correctly. A great MOOC will use short videos (less than 6 minutes) and a diversity of formats (animations, interviews, observations, case studies, etc.), both which can substantially increase participant engagement. While of relevance in all teaching contexts, the enthusiasm and engagement of the speaker is even more paramount in a MOOC, given that participants can easily stop the speaker and move on at any time. The above points do not mean a great MOOC requires professional video production, rather, it requires personality and diversity in style.

Acknowledging & utilising diversity: One of the key challenges of a MOOC is how to address the diversity of its participants. A great MOOC not only acknowledges diversity through its course design, it also utilizes it as a key learning mechanism. For example, if a MOOC offers its participants different learning paths, depending on their experience, background and aims, including differentiated forms of support, it can increase the sense of purpose for students and thereby have a positive impact on engagement, participation and retention. Furthermore, if a MOOC utilises the diversity of backgrounds in its activities and assignments, for example by asking students to report about the situation in their country/profession/etc., it turns this diversity into an asset that can contribute to the learning of the participants.

While the above points outline some key elements of a great MOOC, I would argue that there is not one correct way of creating a great MOOC, rather, the style, approach and organisation of a great MOOC depends significantly on the content, instructor and context of delivery of the MOOC.

The challenge of media and new technologies for teachers

by Monika Frania, University of Silesia, Poland/University of Split, Croatia



Monika Frania

The need for media education addressed to a wide range of users of both new and traditional media has been debated for quite some time. Every so often, louder voices can be heard in the European debate and examples of good practice in media education are increasingly visible. For several years, the professional teaching community has been openly discussing the potential of developing media literacy at school. In this context, new challenges continue to be posed to teachers, educators and pedagogues. This leads to questions like whether present day students undergoing professional training to become teachers have sufficient knowledge and competence to respond to these challenges. Do the curricula in colleges and universities meet the needs of a dynamically changing world that is filled with technological innovations?

This type of question has become a pretext for a more thorough analysis and formulation of a set of research problems, as well as a methodological basis for a scientific project entitled 'The Role of Media and New Technologies in Teacher Education in the Digital Era - Selected Challenges in the Context of an Innovative Future (MaNTinEdu)' in which I am involved. Our research focuses on the presence of media in the lives of potential young educators in Croatia and Poland. An important aspect of our work is to diagnose the level of knowledge and broadly-understood competences

in media literacy. The extent to which present day students identify opportunities and threats associated with the media, the possibility of using media in teaching activities and the need for media education, will determine the extent to which they will pay attention to the media literacy levels of their pupils in their professional work.

Our explorations and analyses are soundly based in the economic and historical background of Croatia and Poland, and refer to the specific character of the education system in both countries. This project is being implemented during a twelve month scientific internship NEWFELPRO at University of Split (Croatia). The New International Fellowship Mobility Programme for Experienced Researchers is a fellowship project of the Government of the Republic of Croatia and the Ministry of Science, Education and Sport (MSES) and co-financed through the Marie Curie FP7-PEOPLE-2011-COFUND program. It is made up not only of research but also of international cooperation, popularisation of science, practical activities and participation in workshops, interdisciplinary conferences and other events. It is a chance for scholars from all over the world and representing a wide range of disciplines to work in teams of researchers from Croatia, and for Croatians to gain valuable experience abroad.

Editor's note: Monika described her project in detail at the recent Media & Learning Conference. You will find her presentation slides [here](#) in which she shared some examples and ideas on how to use, in an unconventional way, methods and forms like shadow theatre, Alternate Reality Games, WebQuest, or press editing simulation, in the practical training of future teachers in media education. Monika has tested all of these methods during her work with students of pedagogy at the University of Silesia (Poland).

Tools of the Trade

Hollywood's colour correction power at your fingertips

by Mathy Vanbuel, ATIT, Belgium

BlackMagic DaVinci Resolve integrates professional non-linear editing with powerful colour correction. With the free downloadable version of Da Vinci Resolve 12 you can edit, colour correct, finish and export your videos within a single platform. Resolve is relatively easy to learn (at least its basic functionalities) and is especially attractive for its colour correction tools.



They allow the editor to correct scenes that are poorly coloured or to match images between different scenes and sequences. Especially when recording in RAW format, Resolve will allow you to tune exposure, colour temperature, tint, sharpness and so on. Resolve will of course not rescue complete disasters but with some practice and patience a lot can be done to make your videos look better by, for example, adjusting black level, gamma and gain. Resolve furthermore features excellent chroma key and matte control. Automatic shot matching tools can help the unexperienced to quickly adjust shots from different angles of the same scene. The multitude of functionalities and the complexity of some of the operations that can be performed on your footage can make it dazzling



initially to work with Resolve but if you take the time to learn it, it may become a valuable tool and a considerable alternative or supplement for some of the editors, certainly in its paid version which offers even more than with the version that is available for free on [here](#).

Research Notes

Social media in MOOCs a useful learning tool or waste of time?

In this [research](#) by University of Western Australia researchers took a closer look at the benefits



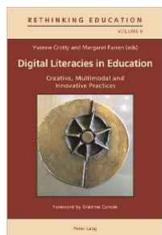
of using social media in a Massive Open Online Course. Participants usage and perception was gathered using surveys and interviews as well as analysis of Twitter and Facebook posts. It became clear that a majority of the MOOC students enjoy and benefit from social media for their learning and see it as a flexible tool for networking and knowledge sharing with peers in the course. Nevertheless the research also highlights in its conclusion that the willingness to engage with social media for learning is highly depended on personal preferences, and some people have important objections to the medium or even see it as a waste of time.

Media and Learning Book Review

Digital Literacies in Education

Edited by Yvonne Crotty & Margaret Farren

Reviewed by Sally Reynolds, ATIT, Belgium



This edited collection of essays is an output from the DIVERSE Conference held in Dublin City University in 2011. It ranges from theoretical inputs such as the one provided by Michael Wesch on the impact of new media on learning to more practice based reflections with some good advice and recommendations on using digital technologies to engage learners more effectively. Roy Pea provides an interesting take on fostering collaborative learning through the use of digital video technologies while several of the essays focus on a specific approach like the use of wikis described by Vance Martin or virtual worlds explored by Sabrina Fitzsimons. Fawei Geng and colleagues describe the development of podcasts in Oxford university. This book was published in 2013 by Peter Lang (ISBN: 9783034309288)

Media & Learning Association

Webinar on defining video pedagogy

The next webinar in the Media & Learning Video in Higher Education series on video pedagogy and supporting interaction will be held on Thursday, 19 May at 15:00 (CET). This webinar is all about exploring different ways in which you can stimulate interaction and we will be sharing tips and good practice on learner engagement strategies as well as attempting to define different types of video pedagogies. Speakers will include Blair Stevenson from Oulu University of Applied Sciences, Finland. Find out more and register [here](#).



Resources of the Month

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

- [ImageBot](#) is a free online browser-based photo and image editor with powerful photo editing, drawing, sticker and logo capabilities.
- The [New York Public Library – Digital Collections](#) made over 187K digital items in the public domain available for high resolution download.
- The [Virtual Chemistry Lab](#) is an online simulation designed to help chemistry students.



Related Awards Schemes & Events

Media Smart Webinars

Renee Hobbs and colleagues in the Media Education Lab organise free online professional development sessions through  webinars. The May line-up includes: 'Media Production as Conflict Resolution' on Tuesday 10 May (19:00 EST) with Yonty Friesem, 'Social Media Literacy & Prevention' on Monday 23 May (19:00 EST) with Hailee Dunn and 'Great "Media Literacy Books" for every Learner' on Tuesday 31 May (19:00 EST) with Frank Baker. Sign up [here](#).

Kaltura Virtual Summit on Education 19 May

This online summit is free to attend and brings together a range of experienced university and college staff mostly from the US who are highly experienced in the integration of video-based services. Starting at 09:45 EDT this summit will include inputs from Virginia Commonwealth University, University of West England, Bucknell University and the Mayo Clinic. Find out more [here](#).



Plural+ Call for Video Entries

PLURAL+ The United Nations Alliance of Civilizations (UNAOC) and the International Organization for Migration (IOM) invite you to submit original and creative short videos focusing on the PLURAL+ theme of migration, celebrating diversity and social inclusion. The deadline for submissions is 29 May 2016. Further information, including guidelines, rules and regulations and the entry form can be found at the PLURAL+ [website](#).

EVENS Media Education Prize

The call for the 5th Evens Prize for Media Education which will be awarded in 2017 is now open. If you would like to apply, please read the "Call for Submissions" first and then fill in the "Application Form", both can be found on the Evens Foundation [website](#). Applications have to be submitted before 16 August 2016.



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