Media & Learning News

Media literacy for all – funding call announced

The European Commission has published a call for proposals for pilot projects on "media literacy for all" with a total budget of €250,000. The objective is to organise experimental actions aimed at increasing critical thinking about the media among citizens of all ages and to test the feasibility and usefulness of such actions. Critical thinking includes, among other skills, the ability to distinguish information from propaganda, to deconstruct media communication and to interact with social media in a mindful way. All tools and activities proposed need to demonstrate how they will directly or indirectly benefit citizens lacking media literacy skills. The deadline for submitting applications is 14 October 2016. More information here.

Survey by Kaltura shows 75% of HE students use video in their assignments

Kaltura recently published its third annual State of Video in Education report, a study that examines the evolving use of video in education. A total of 1,500 respondents undertook the online survey in April 2016. The results reveal that video reached a tipping point during the 2015/16 academic year. More than half (52%) of higher education respondents state that their institution now uses a video solution integrated into the Virtual Learning Environment – this figure is up 6% from 46% last year. The results reveal positive momentum since the last survey, in the use of video in higher education across a number of areas. Read more here.

RTBF Master Class on Increasing citizens' digital skills

Together with the EBU Academy, RTBF is organising in Brussels on 24-25 October a master class on increasing citizens digital skills. This class is directly linked to a call to action for public media to focus on digital media literacy (DML) in practical use. Participants will learn how to use the EBU DML framework and action points to create relevant and creative content and to build successful cross-sector partnerships. This Master Class combines expert knowledge with relevant real-life case studies and current best practices.. More info here.

Successful Creative Europe projects announced

16 projects directly related to the topic of film literacy have recently been given the official go-ahead by the Creative Europe – Media unit of the European Commission. The idea behind this funding programme is to stimulate interest and improve access to European audio-visual works, in particular through promotion, events, film literacy and festivals. You can find out more about the programme here and find a list of the successful project applications for 2016 here.

New mandate for the European Union Agency for Fundamental Rights includes media literacy

The European Union Agency for Fundamental Rights (FRA) is one of the EU's decentralised agencies. These agencies are set up to provide expert advice to the institutions of the EU and the Member States on a range of issues. FRA helps to ensure that the fundamental rights of people living in the EU are protected. One of the key themes they will focus on in the next 4 years is on strengthening policies to protect and enhance media freedom and pluralism, foster media literacy, foster privacy and personal data protection and combat cybercrime. Read more about FRA here.

Growing video resource on School Education Gateway

School Education Gateway has a growing repository of video interviews on topics ranging from the digital revolution in the classroom, bilingualism and migrant education pathways to the importance of cultural education. Accompanied by transcripts these video interviews are useful resources for continuing professional development of teaching staff. Take a look here.

Media freedom projects get started

In May 2016, the European Commission selected three projects following a call for proposals in the field of violations of media freedom and pluralism. The total budget earmarked for the co-financing of the projects is 1Meuro. The 3 projects supported are the European Centre for Press and Media Freedom, Mapping Media Freedom and The Abuse of Defamation Laws in Europe: Exposing and Addressing the Threat to Media Freedom and Pluralism. You can read more here.

Featured Articles

Y-NEX - building new curricula in MoJo

By Petra Kovačević, Faculty of Political Science, University of Zagreb, Croatia

Petra Kovačević

The audience is going mobile and so is journalism. Smartphones have been changing the way we live, look for and receive information. Mobile technology has had a profound effect on the way journalists do their jobs, but not only that – it has also changed journalism itself and what it means to be a journalist nowadays – in the way they gather, produce and share content with their audiences. The rise in smartphone users and the shift in the way they look for and consume information has been pushing media organisations and journalists to think mobile first. Mobile journalism (or popularly called „Mojo") is a new form of newsgathering and making news and one of the most recent innovations in reporting and publishing multimedia to mobile audiences.

It includes micro-blogging, the use of social media, shooting and editing videos, taking photos and live reporting from the field.

Mojo is also an opportunity for young people – who live and breathe this new technology and its content - to develop new skills and raise their self-esteem and their chances of getting a job in the complex European environment. The unemployment rate for youth in the EU under the age of 25 is at staggering 22.9%. Such extreme unemployment has a negative effect on their future employability and self-esteem, increasing their risk of poverty, deskilling and social exclusion.

The European Youth News Exchange Network (Y-NEX) is a project funded by Erasmus+ which aims to develop an innovative training programme in mobile journalism and create the European Youth News Exchange service that would enable young people to connect with each other, express their opinions and influence the political and social processes affecting their lives.

The project is developed by six partners from four countries – Croatian Radiotelevision, Faculty of Political Science in Zagreb, Telecentar, Dun Laoghaire Institute of Art, Design & Technology, Universitat Autonoma de Barcelona and ATiT.

Y-NEX has developed the first balanced and comprehensive MoJo curriculum that is unique in terms of greater understanding of the mobile-first approach in journalism – both in terms of production and consumption – what it means for journalists, for audiences and for society as a whole. It also teaches the practical aspect of MoJo and provides training of highest quality, using the latest technology and its potential for doing good (or better) journalism. The curriculum is adaptable depending on the institution that decides to give the training and the profile of the trainees.

The project partners are also creating a unique MOOC on mobile journalism training with six different units that cover all aspects of MoJo – from understanding the technology and its use to learning about intellectual property rights, how to choose, produce and sell a story. It will be an online course with unlimited participation, accessible without restriction upon free registration via the web. The course will target youth and youth workers interested in mobile journalism, but it will be open to everyone.

Y-NEX will soon be visible in social media where you can track its progress, but most of all enjoy different Mojo content young people will produce and use it as their unique way of becoming active European citizens.

The next Y-NEX training course will take place in Leuven, Belgium from October 10-12 and a limited number of places are still available. The aim of this workshop is to provide basic but essential knowledge and information about intellectual property rights (such as copyright, portrait right), as well as on ethical and legal issues. The workshop will touch upon individual privacy and ethical issues, freedom of expression and its limits, the responsibility and liabilities of journalists, the relationship between reality and information, copy rights and exploitation, sources and resources. This course is aimed at youth workers, volunteers and staff active in youth organisations, young journalists, youth press agencies, and other formal and non-formal youth employment, education and empowerment programmes in professional as well as non-governmental organisations. If you would like to find out more about this workshop, please contact ATiT. For more information about Y-NEX, check out the project website.

TV and Online Education

By Jon Baggaley, Emeritus Professor, Athabasca University, Canada

Jon Baggaley

Educational video has a longer history than some may realise. After a 30-year evolution, ETV lost much of its appeal with the arrival of the internet in education. It was widely assumed that moving images would be more cost-effectively produced and delivered on the net, but this didn't happen. The closure of university and college TV studios in the mid-'90s had deprived higher education of a generation of skilled producers and designers, and video practitioners who were not working in this area 20 years ago may not fully appreciate how much has been lost in that time.

From the '60s to the '80s, ETV evolved from basic recordings of head-and-shoulders and lecture presentations to subtle production styles appropriate to different topics, learning styles and conditions. Course content was made openly available to massive audiences via the broadcast media. Programmed learning and instructional design principles were applied in the development of educational media such as the videodisc, and formative evaluation methods identified production techniques appropriate to different age groups and cross-cultural audiences.

Thirty years later, online learning designers could have applied the lessons of that era, but instead they have returned to basics. Today's open educational resources include simple head-and-shoulders and lecture videos for viewing by massive audiences in MOOCs, and delivery approaches that disregard cross-cultural factors and the best practices of teacher-student interaction. Current articles about online learning commonly make little or no reference to the guidelines of the educational technology, communication studies, instructional design, open and distance learning, and international development literature. In the absence of this background material, online learning research has returned to simple questions of the type posed by ETV researchers in the '70s, and more complex pedagogical models are just now beginning to emerge as developed by instructional designers in the '80s. A century of development has been forgotten since Vertov took his film camera on the railroads of the former Soviet Union in 1919 and created research and practical methods unsurpassed in modern mobile learning.

An attempt to rectify this situation is made in a 10-hour series of 20 videos about TV and Online Education. Recorded in the studios of the former World Wide Education, Austria, the videos use multimedia techniques, special effects, and entertaining enactments to illustrate the increasingly neglected history of educational media theory and practice spanning 100 years. The first set (Beyond Communication), currently in its 3rd edition, compares

techniques that have led to success and failure in educational media development. The second set (Inside Research), in its 2nd edition, examines the research and evaluation methods needed to create high-quality multimedia education. Techniques of measurement, statistical analysis, data visualisation, writing and publishing, and technology forecasting are emphasised.

Originally produced for use in graduate courses in educational technology and distance education, the TV and Online Education videos have since been updated as the basis for a wide range of undergraduate, graduate, and foundation courses, and are designed for practitioners and administrators of online education as well for their students.

Details of each video and previews are available here. The videos can be streamed individually or in course packages containing support materials, and are priced at the usual rates for purchase of institutional course materials. Enquiries are welcome.

Editor's note: The TV and Online Education series is written and presented by Dr. Jon Baggaley. Baggaley has taught at universities in Liverpool and across Canada. His books range from Dynamics of Television (1976, with Steve Duck) and Psychology of the TV Image (1980), to Harmonizing Global Education (2012). He is also a professional actor in TV and theatre. The loss of quality in online education is discussed in Baggaley's latest article, Sandcastle Competitions, published in Distance Education (September 2016).

Launching Magna Carta and the Emergence of Parliament

By Andrew Payne, Head of Education & Outreach, National Archives, UK

Andrew Payne

In March 2015, The National Archives launched Magna Carta and the emergence of Parliament, a digital resource for school students developed in partnership with Parliament.

Part of the 2015 Parliament in the Making programme, it marks the 800th anniversary of the sealing of Magna Carta and the 750th anniversary of Simon de Montfort's parliament, and sets these events within the wider context of the struggle between kings and barons from 1066 through to the end of the 13th century.

The resource requires students to work with over 30 original documents from the period to investigate how and why Magna Carta is issued, re-issued and evolves over time. Andrew Payne, Head of Education at The National Archives explains the rationale behind the approach taken by the resource.

"As guardians of 2 versions of Magna Carta from 1225 and 1297, The National Archives recognises the enduring importance of this document as the foundation of our system of limited, constitutional government based on the rule of law and the consent of representative parliament.

However as experienced educators who engage school students with archival material for the study of History, we also recognise that for the average 12 year old, the Magna Carta appears to be little more than scribble on a page; illegible, indecipherable and incomprehensible. The challenge is to make Magna Carta real for our students, so that they want to engage with it and see beyond the illegible text, into the events that make the 13th century one of the most momentous in our History.

We do this by adopting an unconventional approach which requires students to work independently to write a comprehensive account of the struggle between kings and barons over a 250 year period. This requires them to read, understand, draw evidence from and substantiate judgements about 4 key points in time; 1215, 1225, 1265 and 1297; before wrapping the whole thing up in the style of a medieval chronicle.

First we frame the mystery of different versions of Magna Carta issued at different times by different people for different reasons. We then set the enquiry; why does Magna Carta keep coming back?

Next we add characterisation with a cast of figures from the period - Bookish monks, supercilious bishops, disreputable monarchs, stroppy barons, a particularly elegant queen with an outrageous French accent, and one *very* condescending constitutional lawyer who becomes progressively confused by the weight of his own argument.

We used these characters to draw students into the period; to participate in a journey of discovery led by cowled figures with ancient maps, to track down parchment texts and press well intentioned, if occasionally impertinent, questions upon powerful people. The great monk chronicler, Matthew Paris, is their guide and mentor; setting tasks, selecting documents, helping with translations and explaining their meaning but always recognising that ultimately the student is actually the master in the relationship. While Paris, in common with all of his contemporary chroniclers, is accomplished at recording the events of the period, he is less capable in explaining *why* they occur and judging what their significance may be.

This, then, is the role of the student. To be guided by Paris; to take on board the opinions of the great persons whom they interview; to follow recommendations as to which documents to investigate next; and to record evidence from them; but ultimately to write a History, and not a Chronicle of the period.

Students are rewarded throughout the resource with badges for visiting locations, reading documents, interviewing characters and completing chronicle chapters.

- Explorator (Explorer)
- Inquisitor (Researcher)
- Interrogator (Interviewer)
- Chronicator (Chronicler)

If they complete all this they will become Magister Chronicator (Master Chronicler) but more importantly they will have developed an incomparable knowledge and understanding of the complexity of how Magna Carta evolved and how it is linked to the rule of law, the genesis of our rights, the origins of Parliament, and the foundation of our constitution."

Magna Carta and the Emergence of Parliament is freely available to all schools on The National Archives website. It was one of the finalists in the MEDEA Awards 2016 and the winner of the Jury Prize in recognition of its excellent production quality.

Tools of the Trade

Animation made even simpler, oh no, not again..

By Mathy Vanbuel, ATiT, Belgium

In our previous newsletters we claimed to have presented you with simple animation tools, this time we do even better. Animatic is an app for iOS or Android that allows the user to draw simple flip book style animations. There is no need for any great technical knowledge or skills. In the hands of young pupils, it grows quickly into an exciting animation tool with which they can create movies that illustrate poetry, help with simple arithmetic, describe simple science processes, etc. Animatic is based on a simple frame by frame editor in combination with Inkboard, an easy and fun way to draw on pictures or blank canvas with familiar drawing tools: pens, markers, highlighters, pencils, crayons, erasers and so on. Animatic animations can be exported to animated GIFs or to video and shared via the usual social media channels. It is a very basic animation tool and it lacks in its present version some desirable functionalities such as import audio track, colour fillers and a few other small bits and pieces. Note: it does not allow the creation of another 80 minute long Snow-white and the 7 Dwarfs, but it is good fun. Free for iOS and Android.

Media and Learning Book Review

Using Social media in the Classroom: a best practice guide *Written by Megan Poore, Australian National University*

Reviewed by Eleonora Pantò, CSP, Italy

This book is addressed to teachers that are looking for a well-structured guide to the introduction of social media tools in their day-by-day activity. It is not a manual as such because the author, Megan Poore, who is an Australian researcher with a background in training pre-service teachers, means to provide general principles on how to use these tools with clear objectives in mind, focused on the students' skills and needs. Beginners are guided in their discovery of the virtues of social media through four chapters namely Getting Started: The Essentials, The "Big Four", Enriching Your Practice, and Social Contexts. Practitioners as well as beginners are likely to find this book useful. This second edition published in 2016, uses much of the same content as the 2012 edition and also includes two new chapters about educational games and mobile learning. This guide is accompanied by a very helpful companion website which provides many useful links.
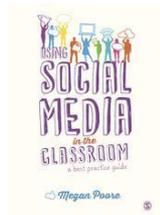
This book was published by Sage in 2016 (ISBN: 9781473912786)

Resources of the Month

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

➢ Videvo provides a wealth of free stock images and motion graphics, easy to search and covering a very wide variety of subjects;

➢ Global Virtual Classroom provides a platform to support cultural exchanges for classrooms around the world;

➢ Plagiarism FAQ hosts a comprehensive list of questions and answers related to plagiarism and copyright – certain aspects relate to US law.

Related Awards Schemes & Events

Research in Media Literacy Summer school

The Knowledge Mediation Research Group (Groupe de Recherche en Médiation des Savoirs - GReMS) in Belgium is holding its first doctoral Summer School on Media Literacy & Media Education from September 12-14 in Louvain-la-Neuve, Belgium, The Summer School will be structured around research questions and theoretical frameworks; methods of Media Literacy Research, Methods of Media Education Research and Research Valorisation. You can find out more here.

Film, Flight and Interculturality Conference

Taking place on 21-23 September in Frankfurt am Main, this conference organised by the Deutsches Filminstitut and the Federal Agency for Civic Education in collaboration with the Goethe-Institut is all about setting up media-based projects with refugees. On the conference agenda are best practices of projects with refugees, a presentation on recently developed material for 'the newly arrived' and an expose on working with young people traumatised by war. You can find out more here.

EVENS Media Education Prize

The call for the 5th Evens Prize for Media Education which will be awarded in 2017 is 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. The deadline for receipt of applications has been extended till September 30.

EDEN Research Conference 4-6 October,

The 9th EDEN Research workshop called "Forging new pathways of research and innovation in open and distance learning: Reaching from the roots" will take place in Oldenburg Germany. It aims to bring together researchers and provide a platform for discussion and debate, exchanging research ideas, and presenting new developments in ODL, with the goal of creating dialogues and forming opportunities for research collaboration. Submissions are still welcome and you can find out more about the workshop on this website.

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