



## Media & Learning News

### MOOC on Mobile Journalism starts 23 January



Aimed at youth workers and staff involved in youth empowerment as well as students and the young unemployed, this MOOC is all about improving your skills in producing news items and reports on your mobile phone based on what is happening in your community. This

flexible online course is made up of 6 individual modules which are: Media Literacy and Human Rights, Mobile Journalism Technology, Mobile Journalism Storytelling, Mobile Journalism Production, Intellectual Property Rights and Digital Entrepreneurship. It is organised by the Y-NEX project supported under the Erasmus+ Programme which is all about giving young people a voice through mobile journalism (MoJo) to help them participate more fully in society. Register [here](#).

### Video in education; 2017 & beyond...

Jeff Rubenstein from Kaltura has come up with a list of predictions related to how video will expand in the coming years. They include an increase in the number and effectiveness of adaptive learning tools and Artificial Intelligence, a rise in the availability of data and analytics and the continued growth of AR and VR. Jeff also expects that primary education will see more content creation and that more and more learning content and other campus content will be delivered to big screens via Set Top Boxes. You can read more about Jeff's predictions [here](#).



### European Parliament highlights the role of media literacy in counteracting disinformation



In a recent resolution, the European Parliament highlighted the role of media literacy in counteracting disinformation saying "media education provides knowledge and skills, and empowers citizens to exercise their right to freedom of expression, to

critically analyse media content and to react to disinformation; highlights, therefore, the need to raise awareness of the risks of disinformation through media literacy actions at all levels, including through a European information campaign around media, journalistic and editorial ethics and by fostering better cooperation with social platforms and promoting joint initiatives to address hate speech, incitement to violence and online discrimination". Read the full [resolution](#).

### Smart at heart and wild by nature

The University of Lapland are inviting applications to take part in their Media Education Master's programme where they say you can combine one of the best educational systems in the world with adventure unique to the North. This two year programme starts in September 2017 and is structured around 3 themes; Media in Teaching and Learning, Media in Society, and Media and Psychosocial Well-being. The application process is open till the end of January and you can get more information about the programme [here](#).



### Look out for Sal Khan at Bett 2017



Sal Khan, the well-known Founder and CEO of [Khan Academy](#) will be making a video appearance at Bett in London on 20 January. The Khan Academy is a non-profit organisation with the mission of "providing a free, world-class education for anyone, anywhere". With more than 26 million registered students Khan Academy resources are translated into more than 36 languages and used in 190 countries globally.

## Featured Articles

### EU cooperation on strengthening media literacy and critical thinking to prevent violent radicalisation

by *Bénédicte Robert, Policy officer, European Commission – DG EAC*



Following the attack on the Charlie Hebdo satirical journal in January 2015, EU member States gathered for an unprecedented mobilisation to promote citizenship and the common values of freedom, tolerance and non discrimination. The "[Paris Declaration](#)" adopted in March 2015 includes four pillars on which Member States pledged to cooperate at EU level, namely:

- promoting social and civic competences;
- enhancing critical thinking and media literacy;
- fostering the education of disadvantaged groups; and,
- promoting intercultural dialogue through learning.

A dedicated ET 2020 Working Group was created in February 2016, covering all levels and types of education. It brings together national experts from 35 countries, as well as from 12 organisations (international organisations, European agencies, European social partners and stakeholder associations).

The first six months of the work programme have been dedicated to the theme of critical thinking and media literacy, including a Peer Learning Activity (PLA) in The Hague in April 2016. The conclusions from the PLA fed directly into the Council conclusions on developing media literacy and critical thinking through education and training adopted on 30 May 2016 and now [online](#).

According to Eurostat, some 90% of EU households have access to the Internet. Among young people aged 16-29, more than 80% use the Internet on a daily basis. Between 80-90% of EU youth use social networking sites across the EU. This is good news: there is now almost universal access to the Internet and social media, providing young people with more opportunities to be informed and to make informed choices. It also creates new social and democratic threats if citizens and young people in particular have the tools without the necessary digital and media literacy skills.



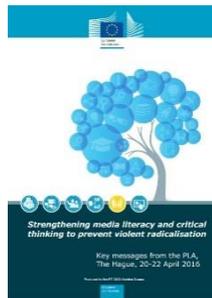
Media literacy is "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media (...). It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect



on one's own actions, and can thereby enhance young people's resilience in the face of extremist messages and disinformation" (definition taken from the Council conclusions on developing media literacy and critical thinking through education and training adopted on 30 May 2016).

To address the challenge of upskilling young people for media literacy, the experts from the Working Group gathered in the Hague to observe and discuss good practices, and draw the following policy messages:

- Media literacy and critical thinking should be developed in a proactive manner through curriculum development and innovative teaching approaches relevant to all learners
- Effective methods of assessment and evaluation are essential to measure progress in terms of learning outcomes in the development of media literacy and critical thinking
- Media literacy can be fostered by a democratic school culture that actively engages all members of the school community within a socially safe learning environment, where diversity is encouraged, recognised and respected
- Defining and fostering competences for teaching media literacy and critical thinking is crucial in both initial teacher education and continuous professional development
- As media literacy skills are often developed outside school, synergies between formal, non-formal and informal learning provide powerful leverage for the effective development of media literacy and critical thinking
- Developing the competence to be critical towards propaganda should be promoted as part of building resilience to extremist communication
- Concerted initiatives with media professionals and media organisations can provide opportunities to develop media literacy skills
- A sustainable approach to developing media literacy and critical thinking requires comprehensive national/regional strategies and effective implementation tools underpinned by the necessary resources



A more detailed report with examples of good practices can be found [online](#).

The European Commission is also supporting work on media literacy to prevent violent radicalisation through studies and dedicated Erasmus + funding. All updated information can be found on our social inclusion [page](#).

You can follow the activities of the ET2020 Working Group [here](#).

## Using Virtual Reality to Increase Empathy and Willingness to Help Vision Impaired People in Ireland

by Philip Penny, Researcher, IADT, Ireland



Philip Penny

2016 was the year that Virtual Reality (VR) went mainstream. Head mounted displays have been available since the 70's but it is only now that a high quality immersive experience is possible in one's living room. Like all technologies VR is getting better, faster and cheaper at an exponential rate. Facebook, Google, Sony, HTC and other giants of the technology industry have been investing heavily.

Gaming is a major driver but VR can be used for many other applications. Students can watch surgeries being performed, tour art galleries or view the pyramids using a head mounted display. Artists, film makers, educators and game developers are all seeing new possibilities and challenges to use VR in imaginative ways.

For example, if we can see the world through the eyes of someone else and experience their world will it make us more empathetic to others? Can VR be used to replicate the daily experience of vision-impaired people and does this help to raise understanding and empathy? These are the questions under investigation in IADT by myself and lecturers Rob Griffin and Dr. Christine Horn.

In a first recent experiment in June, 2016, a VR simulation of a visit to a train station from the perspective of a legally blind person was created. Participants were able to experience the noise and movement of waiting for a train with low vision. Empathy and attitudes towards helping were measured and compared to two control groups.



In this case there was no significant difference across the three groups but it did show that females were more willing to help than males. The research team are currently developing a higher quality version of the VR simulation of low vision experience and plan a second experiment in the coming months.

IADT is uniquely placed to create content and research virtual reality. Model makers, film makers, multimedia and psychology are all on campus to put their skills together to create VR experiences and test the results.

(Editors note: Philip and his colleague Robert Griffin will be demonstrating their experience with Virtual Reality during the Media & Learning Conference on 6-7 April in Brussels).

## Public Policy Status of Media Literacy in Greece

by Irene Andriopoulou, Secretariat General for Media & Communication, Greece



Irene Andriopoulou

Media literacy policy from a public perspective is a long overdue and complicated issue in Greece. For years until the beginning of the 21st Century, it remained mostly under the academic umbrella as a theoretical school of thought about media. However, gradually it became clear that it is a public engagement responsibility that (should) involve actors from both the public and private fields, focusing on the emerging behavioral patterns of users-consumers-producers that are multiplexed with the media industry.

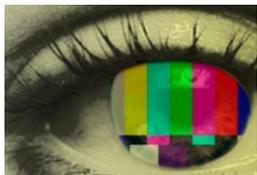
Nowadays, with media convergence and especially with social media being in the spotlight, media literacy is spread over various thematic areas: from critical thinking against a consumerist, popular culture to news literacy, and from content creation and digital media to new platforms of expression and aesthetic norms (film literacy, digital storytelling, active citizenship), thus acquiring a strong civic identity through offering an "open voice" to all citizens.

At the moment the media literacy policy agenda is mainly pursued by two public policy entities: the Ministry of Digital Policy, Telecoms and Media mainly through the Secretariat General for Media & Communication, and the Ministry of Education, mainly through the Educational Radiotelevision



Dept. The [Secretariat General for Media & Communication](#) has as a main duty the promotion of audiovisual and media policies in Greece and the EU and therefore approaches media literacy as a lifelong learning skill within digital inclusion for all citizens. It monitors the regulatory framework, such as the recent revision of the AVMSD Directive, as well as advocating for co- and self-regulatory actions, making it a public necessity for broadcasters and media service providers. In this context, the Secretariat acts as national "intermediary" to the EU community (EC, CoE) through various working groups on media (EU Presidencies, EC Media Literacy Expert Group, CDMSI) as well as interacting with key media stakeholders, such as UNESCO, OECD and regulatory bodies, contributing to the formation of a sustainable EU policy and legislature agenda.

Additionally, it is also member of media and information literacy networks, such as UNESCO GAPMIL (Global Alliance of Partnerships on Media & Information Literacy) and GAMAG (Global Alliance on Media & Gender), as well as the NORDICOM Clearinghouse, trying to gain a global overview on media and information literacy.



The Ministry of Education approaches media literacy within the context of typical education and school skills. Media literacy is not identified as an autonomous object of study but mainly as a cross-curricular, interdisciplinary subject and within *ad hoc* school projects. In 2016 there has been an invigorated public discourse for integrating media literacy into the curriculum, within the public consultation that was launched on the total school reform.

Among other cognitive fields, media and digital literacy was put forward for inclusion into the new curriculum, recognising the powerful, shaping note that media plays in student's lives today. However, no further plans have been unveiled thus far for an autonomous integration into Greek schools. In parallel, the Educational Radiotelevision - [Edu.TV](#), the official department of MinEdu, is quite active in practicing media literacy for both educators and students.

Through a multitude of projects and synergies, such as MEDEANET, the European School Radio, student's film competitions, prizes and awards, training workshops on new media and online material, Edu.TV has elaborated a dynamic presence encompassing media with digital literacy and ICT.

In addition in 2016, Edu.TV launched an agreement with the public service broadcaster, ERT SA, on the production of joint educational broadcasting programs for children, a project that falls under the 3rd parameter of the EU definition of media literacy, that of content production and media use for communicative and social competencies.

By and large, there is an increasing emphasis on media literacy in Greece from a pluralistic point of view highlighting the social notion of critical media literacy, linked with active citizenship and strong democratic societies. Having said that, media literacy has improved significantly in recent years with an active presence on the national and international scene (many awarded projects from public and private entities) from a multilateral perspective. This means that we can be optimistic for a "media conscious" future with multiplying effects for all citizens.

*(Editors note: Irene Andriopoulou is a Media Analyst and Member of the EC Media Literacy Expert Group, she works at the Secretariat General for Media & Communication, Media Directorate, Audiovisual Media & Archives Department in Greece and can be reached on [i.andriopoulou@minpress.gr](mailto:i.andriopoulou@minpress.gr).)*

## Tools of the Trade Panoramic Photos with ICE

By Mathy Vanbuel, ATiT, Belgium

Microsoft Research regularly comes up with interesting software applications, that rarely are known with a wider audience but that sometimes do complex things really well, and often for free! One of these is [Image Composite Editor](#) (ICE). This is a panoramic image stitcher that already exists for some years but which had an overhaul last year. The user interface in this version 2.0 guides the user through the process: import a set of overlapping photographs of any subject shot from a single location (obviously landscapes are the preferred subject), then let the application create a high-resolution panorama of these images.

In version 2.0, ICE also creates panoramas from a panning video with automatic stop motion. The resulting high resolution panoramas can be saved in JPEG, TIFF, PSD (layered Photoshop format) or in multiresolution tiled format such as the one used by HD View (or Microsoft's Silverlight based Deep Zoom). These can be uploaded to the Microsoft Photosynth site, to provide 360 degree or 3D like impressions. The user interface is intuitive but powerful manipulations and correction remain possible: orientation adjustment in various projections, exposure blending, lens vignette removal and even automatic completion of missing image parts. It may be less powerful than other free software such as Hugin but it is easier to use.



## Media & Learning Association News

### Launch of agenda for Media & Learning Conference & Symposium 6-7 April

The agenda for the Media & Learning 2017 Conference and Symposium taking place on 6-7 April in Brussels is now available. It features inspiring talks on teaching fact-checking, demos of AR and VR in educational applications, showcases of resources and approaches that foster the development of digital citizenship amongst young people inside and outside the formal school system and a host of other inspiring talks, demos and networking opportunities. Register now via our [website](#) and check out the agenda as it develops in the coming weeks.

### Video in Higher Education webinar series

Just a reminder that the new series of webinars aimed at the video in higher education community will start in January. The first of these webinars takes place at 16:00 CET on 19 January and will cover the topic of learning analytics and how it can be applied to video usage in higher education. For more information check out this [page](#).

### New Association Member

The association is delighted to welcome VIAA as a new member. VIAA's primary objective is to make Flemish digital heritage materials accessible to schools with its platform [The Archive for Education](#). If you are interested in becoming a member, a special offer for 2016/2017 membership which includes participation in the annual conference is currently open.



## Media and Learning Book Review Documentary Voice & Vision: A Creative Approach to Non-Fiction Media Production

by Kelly Anderson & Martin Lucas, with Mick Hurbis-Cherrier and reviewed for Media & Learning by Wim Van Petegem, KU Leuven, Belgium

Documentary films are stories that draw their material from an encounter with reality. They can get to the heart of an issue and an audience in a way that is both passionate and strong. Documentary filmmaking is a practice that encompasses many different objectives, disciplines and ways of working, with references to television, art practice, journalism, even social sciences such as anthropology. And thanks to rapid changes in society and trends in technologies (especially in – social – media) this film style is still flourishing.

This book is a rather comprehensive introduction to the making of documentaries, written by two experienced filmmakers who also have taught about this subject for decades. It is mainly divided into three parts.

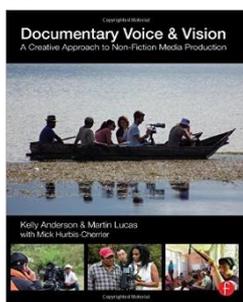
A first part is on 'developing your documentary', how to find and develop ideas, how to think about different stylistic approaches, how to structure the documentary, how to make a convincing proposal (e.g. for sponsoring), and how to deal with ethics and legal issues.

A second group of chapters addresses all aspects of 'production', from planning the shooting, including detailed information on camera, lighting and sound basics and more advanced techniques, to some particularities of working with subjects (e.g. in interviews), etiquette and safety procedures. The third part is an overview of 'postproduction' in the digital era, looking at workflow, editing techniques, using archival material, and sound and picture finishing, to conclude with a chapter on distribution, with some emphasis on social impact and financial return.

The book is clearly meant for teachers and students in filmmaking programs, for people aspiring to direct (documentary) films or participate in their production process. It is very instructive, clearly written, richly illustrated and well-documented. The appendices include a glossary with more than 700 lemma's, and an extensive list of example films to explain the subjects in the different chapters.

A companion [website](#) (unfortunately, the link in the book doesn't work, but this one does at the publication time of our newsletter) complements the book with a lot of online resources, weblinks, video material, document templates, budget tables, interactive figures, etc. all together very suitable as instructional material in many classroom settings (from beginners to more advanced classes, from face-to-face workshops to self-study environments, from courses for filmmakers in general to courses in which producing a documentary video is but only one learning activity).

The authors honestly admit that they haven't touched the explosion of Internet-based documentary forms. As they say, the Internet and the computer are offering a range of tools that are creating rich and exciting new forms of documentaries, worth exploring, though beyond the scope of the book (except for a few remarks on digital distribution). That's a pity, and hopefully this aspect will be more elaborated in a next edition, or at least addressed in the companion website.



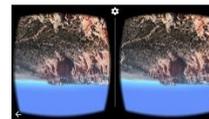
A last remark concerns the potential US-bias of the authors, also recognised by themselves. Although documentary is a universal language and documentary making a global practice, subtle differences might occur across countries and continents. In some places the biggest problem is trying to stand out from the crowd, while in other regions it is simply not done to bring points of view that oppose local traditions or authorities. In some situations the challenge is to choose from the best possible and always available technology, while in other circumstances basic comfort and infrastructure are lacking, forcing the limits of creativity of everyone involved in the production. In all cases, it requires next to the basic skills of a good filmmaker also the intercultural competences of a documentary maker. No book can teach that fully, but the authors give at least a good starting point for your own journey in documentary filmmaking.

This book is published by Focal Press, ISBN 978-1138795433.

## Resources of the Month

Here is a selection of resources recently added to the Media & Learning Resources Database.

- [366 links to understand fact-checking in 2016](#) provides a summary of active fact-checking initiatives around the world.
- [Cardboard](#) is a low price virtual reality (VR) app that puts virtual reality on every Android smartphone.
- [Timeglider](#) is a data-driven interactive timeline application.
- [Hoaxy](#) finds the most popular fake claims, and then charts when they went viral on Twitter and who was sharing them.



## Related Awards Schemes & Events

### #MediaAgainstHate launches video contest

#MediaAgainstHate is a Europe-wide campaign led by the European Federation of Journalists (EFJ) and a coalition of civil society organisations. Its aim is to counter hate speech and discrimination in the media, both on and offline, by promoting ethical standards, while maintaining respect for freedom of expression. As part of the campaign, a video contest has been launched to collect multilingual examples of counter-narratives fighting stereotypes and discrimination. Registration is open until January 15 2017. Find out more [here](#).



### European Conference on literacy in Madrid 3-6 July 2017



This European Conference provides a meeting point for discussing issues related to literacy as social practice. One of its main objectives is to highlight research and good practices in literacy that take place within and outside the school. This year it will include a workshop on digital literacy. More information from this [website](#).

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 E-mail: [news@media-and-learning.eu](mailto:news@media-and-learning.eu)