

## Media & Learning News

### Check out new video on media literacy from US



CML and Media Literacy Now in the US have just launched a short but effective new video for media literacy advocacy. This video explains media literacy as the key to unlocking critical thinking about media and explains in a number of short bullet points why the introduction of media literacy for students is so important. This project is dedicated to the memory of Elizabeth Thoman, with thanks to the Transformative Culture Project for creative guidance. Take a look [here](#).

### FCL Webinars 2017: Building a Future Classroom

European Schoolnet's Future Classroom Lab (FCL) has inspired many teachers, schools and organisations to create their own lab or learning space. The Future Classroom Lab team are now organising a series of webinars where these learning labs will share their experiences and tell the story of the building of the lab. These webinars are aimed at policy-makers, innovative teachers, school leaders, teacher trainers and anyone who is interested in discovering new ways to enhance teaching and learning. The next webinar on Building a Future Classroom in a K12 school will be led by Carlos Cunha from Sala de Aula do Futuro in Setubal, Portugal on 8 February at 12.00 CET. Find out more [here](#).



### Divina Frau-Meigs TEDx Talk on Media Literacy



Well known French media literacy researcher and activist, Divina Frau-Meigs from Sorbonne Nouvelle in France recently gave a TEDx talk on Media Literacy. In her talk (in French) Divina, argues that it is crucial for

students to be trained as future citizens to understand, criticize and create information. She also draws on the experience of the [EFCOLI](#) project which is fostering sustainable conflict resolution strategies through the study and ownership of the common Mediterranean culture. This project involves 5 different countries: Portugal, Palestine, Cyprus, Morocco and France. Take a look at Divina's TEDx talk [here](#).

### Are Trump, Brexit and populism a danger to internationalisation?

The second European Policy Seminar of the Academic Cooperation Association (ACA) in Brussels on 30 March 2017 will be devoted to the impact of Donald Trump, of Brexit and of the rise of populism more generally on internationalisation of higher education. Will the rise of populism and isolationism reduce the degree of international mobility and cooperation reached over the past decades? Will the UK be able to participate in the Erasmus+ and the Horizon 2020 programmes? Will the US continue to attract the best talent and the best researchers and scientists from around the globe? More information [here](#).



## Featured Articles

### 360° video, from hype to reality ...

by Tom Rumes, Memori, Thomas More University College, Belgium



Tom Rumes

360° video is, just like animated VR, growing rapidly. TV stations, real estate companies and educational institutions are using this technology to develop new formats. The New York Times documentary 'The Displaced' was the start of 360° video in journalism. At Memori, the media research unit of the Thomas More University College in Mechelen, we are currently exploring the possibilities, opportunities and limitations of 360° video. The project is funded by Vlaio, The Flemish institute for innovation and entrepreneurship, and runs over a period of two years. 2016 was definitely the year of VR. But will 2017 bring a definite breakthrough or is it the beginning of the end of the hype?

One of the key factors is the technology itself. The fact that Facebook allowed 360° video on your timeline revolutionised the delivery part. But it's not only the platforms which are adapting, cameras are also dropping in prices and deliver better picture quality every day. The Ricoh Theta was already popular within the consumer market, but the Samsung Gear VR or Nikon Keymission 360° cameras are taking over. Stitching is no longer an issue and instant publishing is possible from your camera or smartphone. The big advantage of 360° video, compared to animated VR, is the relatively low production cost which makes it very similar to normal video production. For our research project we are testing consumer cameras for different formats, but also professional types like the Nokia Ozo. Will the technical quality of consumer cameras be sufficient for a more and more demanding group of media producers and consumers?



But technology itself is not a guarantee for success. Content is still king. Within our project we are focusing on four areas: journalism, corporate, tourism and mixed reality. Together with more than 20 companies and 100 media students we will develop new formats for each domain. In order to do that we need to explore the possibilities of strong VR storytelling. Does 360° video need a total new film language or do we adapt the existing ones? The holy grail for VR is 'presence'. Point of view film techniques are definitely a tool you can use to achieve a sense of presence. But point of view VR production is difficult and demands creative solutions for each situation. Another challenge is interactivity for 360° video. The consumer wants it, almost demands it, but Unity or Unreal developers are hard to find and the return on investment is low if you compare it to the production cost. We will also test out-of-the-box solutions like Wonda and Viar.

It does not stop with technology and content. What about business models for VR, the technical hassles of multiplatform delivery or the ethical questions that are raised by VR? Is VR just an add-on product to an existing media format? Or does VR go beyond the wow-factor and evolve into a new major media type? 2017 will probably show us! You can find more information on the project from the [360 Zone](#) and [Memori](#) websites.

*(Editor's note: look out for the 360° demo which will be featured in the Media & Learning Conference taking place on 6-7 April in Brussels led by Tom's colleagues from Thomas More University College).*

### The need for a new dialogue between young people and adults

by Friedrich Krotz, ZeMKI, University of Bremen, Germany



Friedrich Krotz

Today we are living through a rapid and ongoing development of the media and, as a consequence, experiencing how these changing media are transforming communication, culture and society. These developments are mainly driven by technological inventions and commercial interests – by the telecoms, Facebook and Whatsapp, Apple and Microsoft, Google and Amazon, Youtube, Instagram and Snapchat, for example.

These companies are shaping the future of society according to their interests, and at the same time they are deciding about the chances for some and the risks for the rest. This means that we are living in a huge experiment – and it is not yet clear, where we are going and how it will end.

Under these conditions, today's children and young people are growing up in complex mediatized worlds, which are quite different, compared with the media related worlds in which former generations are living. For example, for children there are no *new* media, there are only media, which they try to appropriate and to use, often driven by the desire for independence from their parents. But mostly they have no experience as to what becoming dependent on the afore-mentioned huge enterprises and their economic interests actually means.

On the other hand, their parents and previous generations have been socialised differently and have had different experiences and developed different habits. They often do not understand what younger people are doing with newly available media, and usually they neither care nor like what children are actually doing. As a result, a dialogue between the different generations and cohorts, between children and their parents, frequently does not take place or only as a conflict between technical media literacy and traditional family power.



If we want that the further development of media and of communication, culture and society are decided by people and by civil society and not by the interests of internet giants, then these segmentations into age groups and groups of people with common media experiences must be overcome. Adults

are responsible for the creation of dialogue on the basis of equal opportunities with younger people, so that the life experiences of the parents and the practical knowledge and experiences of the children can come together in order to create and develop new perspectives.

This dialogue needs to be open and driven by an intention to learn from one another so that civil society can have a far stronger influence on future development.

You can read more about the research work in which I am involved [here](#).

*(Editor's note: Friedrich Krotz is giving the opening plenary talk at the Media & Learning Conference where he will elaborate on his ideas and experiences in researching young people's experience of media and the way in which it has an impact on all aspects of their lives).*

### Checking out your institution's level of blended learning and video

by Tom Visscher, Inholland University of Applied Sciences, The Netherlands

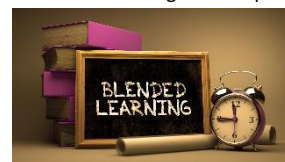


Tom Visscher

Myself and Zac Woolfitt from Inholland University of Applied Sciences in The Netherlands will be leading a master class during the next Media & Learning Conference taking place on 6-7 April in Brussels to help you reflect on where your institution is regarding blended learning and video and to help you identify your next steps.

The first part of this master class is going to be online; symposium participants can register for this master class from 1st of March onwards.

Many Higher Educational institutes around the world are using video as part of a Blended Learning strategy which presents a variety of challenges. We are all searching for the best ways to leverage the affordances that video offers, and are looking to see how best to move forward.



During our class you will examine this question from the perspective of Strategy, Structure and Support. Each participant will start by examining the position their organisation is within the blended learning matrix (Graham et al., 2013). Prior to the master class you will have access to a short video instruction and can answer a few questions as preparation for the session.

- What is the role that video plays in the changing relationships between lecturer, learner and your organisation?

After discussing this in small groups, you will relate this to your own organisation. You will then record (in pairs) a short video reflection on this. This will lead to a deeper understanding of the role of video, the support needed and the changing relationships. We will then examine the following questions:

- What is the role of video in blended learning in your organisation?
- What is your organisations' approach to video?
- What are your next steps?



The ideas generated in your short reflective videos will be collected and shared during the master class. Afterwards they will be available via a YouTube channel.

You will be asked to sign a video release form so we can share the ideas collected. You can take the insights of your colleagues back to your own organisation to contribute to a

greater understanding of this subject.

We hope that this collection of ideas can be helpful in answering the questions above, and in developing your organisation's use of video as an integrated component of a Blended Learning strategy.

*(Editor's note: The Master Class being run by Zac and Tom takes place on Thursday 6 April. Registration will be open to registered participants from 1 March onwards.)*

### MILAGE Learn+ app promoting autonomous & student-centered learning with augmented reality and game books

by Mauro Figueiredo, Universidade do Algarve, Portugal



Low achievement in mathematics education has been an increasing problem in recent years in several countries. According to the latest PISA results, 22% of 15-year-olds in the UK performed at the lowest level of proficiency in maths, compared to countries such as South Korea and Singapore where the percentage of low-performing 15-year-olds was below 10%.

Furthermore, when looking at a comparable sample of countries that participated in PISA in both 2012 (the last time the test was administered) and 2015, the USA ranking fell to 35th from 28th in maths which meant that the USA was scoring lower than the OECD average in maths.

In order to tackle this worrying situation, myself and my team in Universidade do Algarve, Portugal along with colleagues in Norway, Spain and Turkey, have been working on the development of the MILAGE Learn+ app for smartphones and tablets. The idea behind MILAGE Learn+ is to promote autonomous learning of maths by students. With this app which incorporates gamification features students can learn how to solve maths problems on their own and are helped by having access to videos showing how these problems can be resolved.

Autonomous learning and effective self-regulatory strategies are very important in learning; without these, students might not be able to exploit learning opportunities beyond the classroom. An important aspect of such a strategy is to promote a student-centered learning approach.



Using the MILAGE Learn+ app in a blended learning approach facilitates student-centered learning for students with different skills. For this purpose, the app accommodates gaming mechanics dealing with complexity and detail.

MILAGE Learn+ app focuses on problems at three different levels of complexity: beginners, intermediate and advanced. At the same time, each problem can have two different levels of explanation and/or resolution: detailed and concise.

These features provide the same opportunities to all students. So, low-achieving students who may struggle to learn from the materials covered in class can watch the video resolution as many times as they want until they understand the subject. But students have also access complex maths problems that may provide additional stimulation for top performers.

In this way, the MILAGE Learn+ app provides a platform where students can work autonomously, and the app is also capable of accommodating students with different mathematic skills.

In addition, the MILAGE Learning+ app also includes a self-assessment scheme and peer review to stimulate the student to work independently. The review of the content and the ability to identify key steps in solving exercises allows for the better storage of knowledge in the long-term memory.

Within the project, another app has also been created – MILAGE Learning + Teachers – which is a back office app, free for teachers and schools, who wish to join the development of content in maths teaching, as well as other subjects that can be included in the MILAGE Learning+ app.

MILAGE Learn+ is an Erasmus+ Project, funded by the European Commission, its full name is the “MILAGE: Interactive Mathematics by implementing a Blended-Learning model with Augmented Reality and Game Books”.

You can find more information about the work we are doing [here](#).

(Editor's note: Mauro will be showing the MILAGE Learn+ app and other AR apps used in teaching during the Media & Learning Conference).



## Media & Learning Association News

### Download the agenda for the Media & Learning Conference and Symposium 6-7 April

You can now download the draft agendas for both the Media & Learning 2017 Conference and the Symposium directly from the Media & Learning conference [website](#). The conference agenda includes a debate on whether schools should be teaching students how to tell the difference between fact and fallacy, master classes on visual literacy, digital citizenship and teaching about freedom of expression as well as a range of demos and talks on different European experiences and resources related to digital citizenship and the role of media like the ones featured from Cinekid, Medianest, the Anne Frank Museum and CLEMI.

The symposium agenda features talks by Jonas Köster from Stanford University, USA, Carlos Turro Ribalta from Universidad Politécnica de Valencia, Spain and Torgeir Christiansen, University of Oslo, Norway. It will also include lots of demos and discussions about new techniques and services like iVideo education by Alberto Cattaneo from the Swiss Federal Institute for Vocational Education and Training.

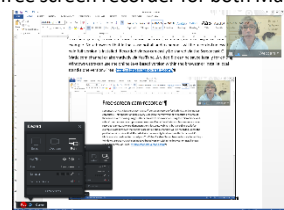
A shared demo space showing various VR and AR apps in education will include a demo of HTC VIVE by Philip Penny and Robert Griffin, IADT, Ireland, Hololens by Beerend P. Hierck and Leontine van Melle, Leiden University, The Netherlands and 360° video by Marijn Goossens, Thomas More, Belgium

## Tools of the Trade

### Free screen recorder

by Mathy Vanbuel, ATiT, Belgium

[Screencast-O-Matic](#) is a very easy-to-use, free screen recorder for both Mac and Windows computers. This application helps every user (also the very young) to capture any area of their screen with moving images. Users can add their own voice using the microphone and video from their own microphone and webcam.



Everything that is visible on screen can be recorded: games, software demonstrations, lectures, webinars as well as Skype calls. It's worth noting



however that not all audio channels will be recorded unless the paid full version is installed.

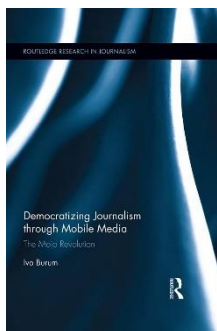
Recorded videos can easily be shared via the Screencast-O-Matic.com channel or alternatively via YouTube or Vimeo. A video file can be saved locally for editing. Windows users can use the online Java-based version within the browser or install a local standalone version. Options are limited with this application, but for quick and easy work or for use in the classroom, it would be hard to find an easier or better solution.

## Media and Learning Book Review

### Democratizing Journalism through Mobile Media The Mojo Revolution

by Ivo Burum and reviewed for Media & Learning by Mathy Vanbuel, ATiT, Belgium

Mobile journalism is the new form of storytelling where news reporters and journalists use portable networked devices to capture, edit and transmit news. Mobile journalists (also called MoJos) are professional or citizen journalists using small digital cameras and camcorders, laptops, and increasingly of course their ubiquitous smartphones or tablet devices. The author, Ivo Burum is one of the pioneers of Mojo storytelling and a real guru in Mojo land. He is an award winning writer, director, producer and journalist with more than 30 years experience working for television. He is an evangelist for user-generated production which he transmits enthusiastically in his mobile journalism workshops and conferences and in his lectures at Deakin University.



This is his second book, after *Mojo – the mobile journalism handbook* (co-authored with Dr. Stephen Quinn), which was the first book devoted specifically to training in the production of professional-quality videos with only a mobile device, covering skills and practices needed to be a mobile journalist. No more than 9 months after his first book, Burum has published this new book in which he further elaborates fundamental theories behind Mojo storytelling and the Mojo journalistic profession. This work is much more academic than the first one, in the sense that it is clearly also based on theoretical research going back to media, communication and learning theories as far as Freire, Dewey, Habermas and Bourdieu.

Burum comes to the conclusion that “real digital literacies enable a level of online participation so that citizens can enjoy the benefits of the digital economy by promoting opportunities for social inclusion, creative expression, innovation, collaboration and employment”. In this book Burum expands on this as well as on media convergence and its impact on Mojo and user generated content, and he illustrates his approach with a number of case studies that are convincingly elaborated and analysed in order to be useful in the transfer of his knowledge to the reader. In his last chapters Burum then returns to his very hands-on and practical approach. This is where he provides experience-based advice on recording audio and video and on editing with smartphones. These chapters are full of little gems for the (un)trained Mojo journalist and make the whole book worthwhile not only as a resource for teaching and research but also for the practitioner. Check out Ivo Burum’s web site [here](#).

(Editors note: The Y-nex Project is running a MOOC on Mobile Journalism, to which you can still [enrol](#) for free.)

## Resources of the Month

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

- [Against all Odds](#) is a great game from UNHCR which can be used to help students better understand the plight of refugees:
- The [Anne Frank Museum](#) has released lots of photos that can be freely used in classrooms
- The [Future Classroom Toolkit](#) can be used to introduce or scale up innovative use of ICT in a school or school network
- [You Decide](#) contains resources about privacy and digital responsibility for children and young adults aged 9-18 years.



## Awards Schemes & Events

### Opencast Summit March 1-3 in Valencia, Spain



The annual Opencast conference will be hosted at Universitat Politècnica de València. The Opencast community is an international collaboration of individuals, higher education institutions and organisations working together to develop, define and document best practices for the management of audiovisual content in academia. This year, the agenda includes tutorials for beginners, more workshops (Opencast unconference), and more innovation (4K video, Facebook live streaming, 360° video) – the programme is now [online](#).

### eMOOCs May 22-26 in Madrid, Spain

The 5th European MOOCs Stakeholder Symposium, EMOOCs 2017, will be organised by Universidad Carlos III de Madrid, Spain. It will feature tracks for Research, Experience, Policy, and Business. There will also be a Spanish track, workshops, and much more. The deadline for paper submissions for the Policy and Spanish Tracks the deadline is 9 Mar 2017. For more information, visit the conference [website](#).



### Media Education Conference June 15-17 in Segovia, Spain



This summit will bring together a network of media educators and media literacy practitioners to share research, pedagogy and innovation on all aspects of media education, media literacy education and media/technology in education. Proposals are currently invited related to original pedagogic / educational research in the broad fields of media education, media literacy education and media / technology in education. Find out more [here](#).

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