

Media & Learning News

Global Survey on Quality of MOOCs

A first ever global survey on the quality of open education and massive open online courses is underway. It is being facilitated by MOOQ, the European Alliance for Quality of Massive Open Online Courses. MOOQ's mission is to develop a quality reference framework for the adoption, design, delivery and evaluation of MOOCs in order to empower MOOC providers for the benefit of learners. The survey is open until end of March 2017. Complete the survey [here](#).



What role do conspiracy theories play in Europe?



COMPACT is an EU-funded network of researchers who are investigating the role that conspiracy theories play in Europe, from the migration crisis to Brexit, and from climate change denial to online radicalisation, and from Russian

disinformation campaigns to social media and misinformation in the Trump election. The researchers are exploring how conspiracism works in different regions of Europe, and how it has changed over time. The network was recently launched through a workshop in Brussels. If you are interested in being involved, please [contact](#) Peter Knight.

Fluency in the digital realm is more than just understanding how to use technology...

This is just one of the 10 highlights emerging from the most recent New Media Consortium Horizon (NMC) reports on higher education. This report identifies and analyses 18 topics in educational technology: six key trends (including blended and collaborative learning), six significant challenges (including the management of knowledge obsolescence), and six important developments (including adaptive learning, the Internet of Things and artificial intelligence). This [report](#) also highlights and describes ten big picture themes in technology for higher education and explores the connection between the topics and the themes.



Need for a better copyright reform for education



34 organisations, including Euroclio, Europeana, Creative commons, Communia, and the Media and Learning Association, addressed an open letter to the Parliamentary Committee in charge of discussing the directive on Copyright in the Digital Single Market. This joint action was motivated by ambiguous wording used in the directive. The letter, which is collecting further support from additional organisations advocates for the removal

of reference to licences in the exception for education and the removal of the artificial barrier between digital resources and printed paper for educational purposes in order to enable much needed clarity for educators and learners on materials needed for education. Read the full [letter](#).

School Education Gateway focus: Media Literacy

During January, School Education Gateway focussed their attention on the topic of media literacy. Have a look at three [examples](#) of media education, the guest expert [contribution](#) on why transcultural perspectives are needed in media education and an [article](#) on whether children are aware of the meanings of intellectual property. Also, do not miss the [best practices](#) from the Insafe network and the efforts by the European Commission to support the development of [film literacy](#), including new funding available for film education. Last but not least, make sure you watch this [interview](#) where Dr. Mary Aiken talks about how cyber psychology, the study of the human mind in the context of human interaction and communication of both man and machine, can serve education.



Phone privacy: the EAVI Secret Agent's Guide



The European Association for viewers interests (EAVI) is publishing a series of simple guides to navigating the media landscape. The most recent guide is all about phone privacy. Organised into six topics (Facebook, Instagram, Snapchat, Twitter, Whatsapp & Phone), the guide gives tips on Ads settings, two-factor authentication, and blocking, as well as some extra tips to take control of your privacy. These tips are intended to be a guide for users of these platforms who wish to exercise some power over their data and personal information and stay stealthy. You can find the guide [here](#).

Educational videos: KU Leuven launches a new training platform

The Leuven Institute for Media and Learning (LIMEL) in KU Leuven (Belgium) recently launched a new online training platform to support teachers who want to make their own educational videos. The platform



consists of knowledge clips, texts and links. It guides teachers through the different phases of the production process: the first module stresses the importance of the preproduction phase; in the second module teachers receive information about the different tools and equipment available to produce their videos (the platform focuses on the production of screencasts and talking heads); the third module teaches how to finish and distribute the video. Even though the information mainly targets teaching staff in KU Leuven, a lot of the material is also very valuable for teachers from other institutions. The [platform](#) is available in Dutch and English.

How innovative is your higher education institution?



HEInnovate is a free self-assessment tool designed to answer this question. Initiated in 2013 by the European Commission, DG Education and Culture and the OECD LEED forum, and with support from a panel of six independent experts. To date it has been used by more than 500 higher education institutes in all 28 EU Member States. Several resources and training materials are made available on the [website](#), where you can also find out how this tool works.



Featured Articles

Which video is better? Assessing videos in an easy and credible way with D-PAC

By Renske Bouwer, Training and Educational Sciences, University of Antwerp, Belgium



Renske Bouwer

Different types of media such as video, audio, or images are increasingly used for the assessment of students' competences. However, as they allow for a large variation in performance between students, the process of grading is rather difficult. To support educators in the assessment of video and images, researchers from University of Antwerp, Ghent University and IMEC have developed the online tool [D-PAC](#), which provides a digital platform for teachers and students to assess a wide range of competences in an innovative way.

Since its development in 2014, the tool has been successfully used over 90 times in (higher) education. Students can easily upload their work in any media type (text, audio, image, video), after which the work is presented in randomly selected pairs to the assessors. The only task for assessors is to choose which one of the two is best, using their own expertise. Assessors find it easy to make such comparative judgements because they are not forced to score each work on a (long) list of criteria. Each work is presented multiple times to multiple assessors, resulting in a scale in which students' work is ranked according to its quality.

'Working with D-PAC was really easy and fast.'

Ivan Waumans, KDG University College



Recently, D-PAC has been used in a Bachelor Multimedia and Communication Technology for the assessment of students' animation skills. Students received an audio fragment of the radio play by 'Het Geluidshuis' (a specialist audio studio in Belgium) and had to accompany it with animation. A group of 9 assessors evaluated the quality of the animations. The assessors differed in background and expertise: 3 people from Het Geluidshuis, 2 expert animators, 2 alumni students, and 2 teachers.

For Ivan Waumans, coordinator of the course, working with D-PAC was really easy and fast. 'About 2 hours after I sent the login information to the assessors I got an email from one of them saying: Done!' Assessors valued that they could do the evaluations from their homes or offices. Some assessors did all the comparisons in one session, whereas others spread their comparisons over a few days. None of them had any trouble using or understanding D-PAC. The only difficulty the assessors experienced was when they had to choose between 2 videos that were of equal quality. Ivan had to reassure them that it was OK to just pick one of them, because the tool generates the same ability score for videos of equal quality. Ability scores represent the likelihood that a particular video will win from others. Based upon these scores the tool provides a ranking order in which videos are ordered from poor to high quality.



Ivan and his team assigned grades to the animations based upon the order and ability scores. As there

were gaps between ability scores, the final grades were not equally distributed over the ranking order. For instance, the top 2 videos got 18/20 and 16/20. Teachers were happy with this more objective grading system. 'When I look at certain videos and their grade, I notice that I would have given a higher or lower grade depending on my personal taste or the relation with the students', Ivan explained. He experienced that by including external people in the evaluation, this bias was eliminated. There were only 2 students who were a bit disappointed about the grade they received. But after explaining the procedure of comparative judgement, they accepted their grade. The fact that 9 people contributed in ranking the videos, instead of only one teacher, convinced them the grade was fair.

D-PAC allows educators to assess students' performance in video or images in a more reliable and credible way using pairwise comparisons, without increasing the workload. Want to find out more? Get in touch with our team: d-pac@uantwerpen.be

Evolving Online Safety Education

By Ken Corish Online Safety Director and SMT member with South West Grid for Learning Trust, UK



Ken Corish

As our children learn to make their way in the world, we provide environments where they can learn to take risks in a managed and supported way; we encourage risk to allow children to fail constructively, whether that is offering answers in class or abseiling down a rock face for the first time. There are mechanisms to support, educate, improve and intervene on the rare occasions that lead to harm. For the most part, these educative experiences are built on prior knowledge with direction and progression.

The behaviours we see emerging from the online lives of young people are for the most part indigenous and a product of the environment in which they find themselves and historically have had little or no guidance or intervention that affects change. Change that empowers; change that builds resilience to harm; change that creates a culture that migrates naturally towards the positive rather than the transient, easy or non-empathetic.

The legacy messages around online safety may satisfy our obligations to teach in this area but there is little evidence that they have affected any real cultural change. Children are good at barking back the messages you have covered in the lessons but evidence suggests it doesn't change things. Most are borne from a negative philosophy.

- DON'T POST PRIVATE INFORMATION ONLINE
- ONLY HAVE FRIENDS YOU KNOW IN REAL LIFE
- THINK BEFORE YOU POST
- DON'T MEET UP
- SET PRIVACY RULES AND SETTINGS

They are messages that don't even resonate with us let alone children and young people swimming in this online ocean every day of their lives. They were of a time; they require more depth and sophistication if they are to engender the right conversations to engender positive outcomes. Behaviour and technology have both moved on and so should our thinking.

South West Grid for Learning (SWGfL) have a long and proven legacy in the Online Safety field; we are privileged to have worked with tens of thousands of schools, professionals, students, pupils and families. We work closely



with Government and have shaped much of current national thinking in this area, not least of which has been with the DfE, Ofsted, Home Office, DCMS and GEO. We also contribute to the broader global developments in online safety across Europe, the US and the Middle East.

SWGfL in conjunction with Common Sense Media in the US three years ago developed the first steps to providing a [Digital Literacy and Citizenship Curriculum](#) free of charge for all UK schools. Running from Early Years through to age 16, it provided scope and progression across eight defined strands and included lesson plans; UK centric-age mapped additional resources and opportunities to teach in other areas of the curriculum beyond Computing. Whilst it also included assessment opportunities for each unit of work, these were quiz-based recall of knowledge with no evaluation of understanding through measured output.

In response to the findings and commentary from the Office of the Children's Commissioner England "[Growing up Digital](#)" Jan 2017, SWGfL have begun to develop a framework and supporting content to assist schools in mapping what a child of a certain age/developmental stage would be expected to know in terms of the current online technical landscape and how that shapes their own behaviour and vulnerability.

In working towards these expectations, our focus has been on designing a set of outcomes that will:

- Map entitlement
- Allow learners to benchmark their own progress
- Inform teaching
- Inform local strategy
- Inform national strategy



This new framework and mechanism is 360EVOLVE and will be provided free for all schools.

We have begun by;

- Describing a global progression through the scheme mapped to Key Stage:
- EYFS/KS1 Focusing on developing self
- KS2 Focusing on developing self and the effects of actions/behaviour on immediate peers
- KS3 Focusing on the impact of actions/behaviour on wider social group: school, family, online social group, club, team etc
- KS4 Impact on wider society focusing on ethics, social norms and legislation

Establishing a set of 8 strands that outline horizontal progression across age:

- Self Image and Identity
- Relationships and Communication
- Digital Footprint and Reputation
- Online Bullying
- Information Literacy
- Health, Well-being and Lifestyle
- Privacy and Security
- Creative Credit and Copyright

These strands loosely match the existing strands in the SWGfL Digital Literacy & Citizenship Curriculum Resource developed with [Common Sense Media](#)

EXAMPLE [Single Self Image and Identity Strand](#)

Resources mapped to each statement that include:

- Activities designed to produce an outcome evidencing achievement against the statement
- Assessment criteria to aid teacher/student judgement
- Resources embedded to support the activity
- Links to further advice, support, research for professional development

EXAMPLE [Draft Design for Online EVOLVE Portal](#)

60EVOLVE is our first attempt to shape a curriculum in a way that promotes change and supports educators in shaping that approach. It's a long journey that may not immediately impact on this current generation of young technology, but paves the way for the next. We will be posting information on 360EVOLVE free for anyone to use in the coming months at www.360evolve.org.uk (Available soon)

It would be great to have you with us on the journey.

This article can be explored in more depth at [Bursting the Bubble: why Online Safety Needs to Evolve](#).

Media & Learning Association News

Announcement of MEDEA winners on 6 April

Due to the sudden and unforeseen cancellation of the Media & Learning Conference and Symposium on 6-7 April, the board of the Media & Learning Association have decided to organise a live online webinar to present the finalists and announce the winners of this year's competition on 6 April. More information about the event will be available shortly on the MEDEA Awards website.

New formats & applications of video in HE

The third Media & Learning webinar of the year will take place on 16 March 2017 at 16:00 CET. Aimed at the video in higher education community, this session will explore different video-based formats, including web documentaries, knowledge clips and knowledge capture. Registration is now open. For more information check out the webinar [page](#).

Tools of the Trade

Great training for the AV professional

This week no tool or software gadget but a real but little known treasure trove for every AV professional who is keen to expand their knowledge and skills. The customer training team of Sony Europe creates, delivers and manages a large number of customer training programmes on its Knowledge Portal, their free online training platform. At the moment there are hundreds of free e-learning modules about various technology and creativity aspects of the AV profession, put in easy to understand but very effective learning modules. Access is free but registration is required. This is provided by Sony but even if you have equipment from another brand you will get very useful information and insights in the basics of everything from IP Live production, camcorders, switchers, professional monitors, professional audio, archive and storage, projectors, 4K and much more. Levels of the different modules vary from basic introduction to expert, and the modules are well designed in order to keep all learners engaged: quizzes and videos make it all interesting and easy to learn. Register online [here](#).





Media and Learning Book Review The Class: Living and Learning in the Digital Age

By Sonia Livingstone and Julian Sefton-Green and reviewed for Media & Learning by Eleonora Pantò, CSP, Italy

The Class explores how school and learning, home and family, and peer groups impact and shape children's use of digital media. The two authors followed a class of London teenagers for a year to find out more about how they are, or in some cases are not, connecting online.

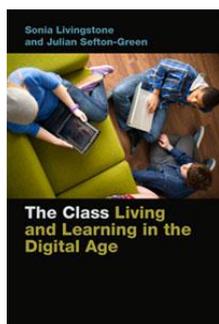
What is the meaning of learning? What are the objectives of the school and education? What is the relationship between these three aspects of knowledge management? What matters about digital technologies and young people? What is the role of the school in the daily lives of teenagers today?

This book "The Class: Living and Learning in the Digital Age" answers these questions through an ethnographic analysis lasting a full year, following a whole class of students aged between 12 and 13 in a public secondary school in the suburbs of London, inside and outside the school.

The book starts from the authors' theoretical perspectives on learning along with the questions they put forward, it describes the methodology used and finally provides a description of what living and learning means for these students. It describes the connections, and in particular the disconnections that exist between the three worlds in which young people live: school, family and friends.

Daily life in late modernity means we have to constantly reconcile our somewhat ambivalent approaches to socio-technical changes that can be both a threat and a promise. In this society, we are increasingly allowed to make decisions which do not provide any more certainty but which push individualism in a constant drive towards enhancing our prestige and sense of success. Parents are more anxious, spend more time at work and less time with the family, the kids are happy at home even if they are more worried than ever about their future. The school still represents a specific context of agreements, rules and expectations, but which does not necessarily define what it means to be educated. Access to education is provided and valued for its economic benefits to the individual and the economy. The school promotes individual competition and the growth of good citizens, who are both capable of self-control and self-regulation. Students have to find their own motivations in this increasingly individualised risk society.

Looking at the students inside and outside the classroom, interviewing families, visiting their homes, watching them when they spend time with their friends, the research team highlights how separate these different worlds are and how intentional this separation is. Teachers fear that kids bring to class tensions that exist in the family, and families do not seem interested in understanding what students do in the classroom or with their computer. Life shared with friends is an area of freedom, a space for self beyond the control of family and school: this social space is out of the control of adults. Families have learned to live together separately and the walls of the houses are no longer the border with the outside world. Families are constantly under pressure to find a compromise between internal warmth and respect and the need for growth and openness to the external world of their young people.



The authors' conclusions are described through the case of an annual school competition which summarises the tensions and pressures of a whole year. One positive note on what they observed; the increased uncertainty regarding privacy in communications has made young people value face-to-face interactions even more than before.

The book is freely accessible [here](#).

Resources of the Month

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

- [PicJumbo](#) offers a variety of free photos for any kind of use—free with no registration required.
- [Krita](#) is the full-featured free digital painting studio used by comic book artists and illustrators in the digital VFX industry.
- With [VideoNot.es](#) you can take any YouTube video and create notes on it, share them, sync them on gDrive and collaborate with others.



Awards Schemes & Events

The Animation Challenge by Into Film



Designed to encourage a wide variety of educators and young people to try animation, [The Animation Challenge](#) is a new competition launched by Into Film and open to all young people aged 5 to 19 across the UK. Into Film is a UK-wide programme aimed at supporting teachers and educators achieve a wide range of effective learning outcomes in their use of film. The competition will close for entries at 5pm on Friday 28 April 2017. The winners will be announced on 12 May 2017.

Open Call for Scientific Papers by WLS and LINQ

World Learning Summit and LINQ are joining forces to organise the 2017 Summit, entitled "Smart universities" and taking place in Kristiansand (Norway) on 6-10 June 2017. The focus of the summit is on Smart Universities, Open Education and Future Learning. The deadline for the Open Call for Scientific Papers is on 15 March. For details, visit the [website](#).



Media Meets Literacy in Sarajevo 21-22 September



The second Media Meets Literacy conference, taking place on 21-22 September in Sarajevo (Bosnia and Herzegovina), will bring together 250 media literacy professionals from all over Europe to explore the huge challenges of our rapidly changing media world. If you would like to organise a breakout session at the conference submit a proposal by 24 March. The conference is organised by the EVENS Foundation in partnership with Konrad Adenauer Stiftung and Mediacentar Sarajevo. Registration, which is completely free of charge, will be opened on the conference [website](#) on 2 May.

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