



Media & Learning News

Film Literacy project launches platform



The Film Corner is a European project partially funded by the Creative Europe Programme of the European Union which aims to design, develop and test an interactive digital platform for film literacy for students between 12 and

17 years old. Following the success of The Film Corner International Conference last November in Milan, the project team are now continuing the test phase of their online and offline activities. From January to May 2018 over 40 schools in Italy, UK, and Serbia will use the platform with groups of 12-17 year-old students and their teachers. The platform consists of an interactive environment with resources with which users can engage and thus develop their film literacy skills. Find out more [here](#).

Problem of misinformation is an outcome of post truth according to blogger

In his blog on the Media Policy Project site of the London School of Economics, Gianfranco Polizzi starts his post by arguing that in order to understand misinformation today, we need to look deeper than simply blaming digital media. According to Gianfranco, it is much more as a result of what is often referred to as post-truth – a condition whereby facts and objectivity are overshadowed by personal beliefs and emotions. Gianfranco agrees that tackling ‘post-truth’ is hard as it is deeply rooted in societal deficiencies and in his blogpost he suggests ten readings which in different ways contribute to an understanding of critical digital literacy. Read the full blogpost [here](#)



New US study into the impact of media literacy on gender identity and representation



As reported in the January edition of Media Education Lab, a recent study by Elizaveta Friesem published in the Journal of Literacy and Technology in Autumn 2017, explores how students learn about issues of gender through critical engagement with media

texts. With the use of ethnographic methods (observations, as well as individual and group interviews), this case study answers the following questions: How do media and gender classes help students reflect on their relationship with the media? What changes do media and gender programs produce in students' perceptions and actions? How do students use what they have learned in class for their lives outside of the classroom? Read the full study [here](#).

Lie-Detectors are hiring

The Brussels-based not-for-profit Lie Detectors are currently looking for a number of new staff for their European news literacy project. This includes a Chief of Operations, a Project Assistant and a Programme Assistant for the Belgian Programme. The deadline for applications is 15 January. Details concerning application are available [here](#).



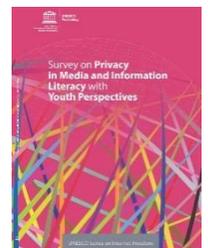
Study highlights importance of digital literacy skills for higher education students



In its Digital Literacy Impact Study (published in November 2017), the NMC Horizon Project concludes that to meet the requirements of industry in the future, higher education institutions need to include digital literacy development within their undergraduate programs and consider further digital literacy training support. Graduates have mixed views with regard to job opportunities and marketable skills and there is a great desire by learners, educators, and industry leaders to have digital literacy experiences woven into the curriculum. Read the full study [here](#).

Teasing out the relationship between media and information literacy and privacy

The UNESCO book series on Internet freedom recently published a new report “Survey on Privacy in Media and Information Literacy with Youth Perspectives”. This report explores privacy, media and information literacy through data gathered in educational communities from over 30 countries. Co-authored by Sherri Hope Culver and Alton Grizzle for UNESCO, it aims to provide conceptual, development and policy recommendations to foster privacy in MIL, while enabling the critical engagement of people, including young women and men, in an environment conducive to sustainable development and to freedom of expression online and offline. Download the report [here](#).



Featured Articles

Mind over Media in European Union: Analysing contemporary propaganda

by Joanna Krawczyk, Evens Foundation, Poland



Joanna Krawczyk

In January 2018, a consortium of 7 EU partners from Belgium, Poland, France, Finland, Romania and Croatia will launch a year-long international project to create an educational multilingual crowdsourced online platform Mind over Media, to teach and learn about contemporary propaganda as inspired by the ever-changing world of news, entertainment, advertising, and social media. The project builds on a European network of educators and is financed with a “Media literacy for all” grant from the European Commission.

During the 20th century, there was much public discourse about propaganda, but, in recent years, the study of propaganda has lost prominence. At the same time, we are surrounded by more messages than ever, with near-constant exposure to advertising, the 24-hour news cycle, and an ever-expanding array of entertainment media, apps and social media. With so many diverse messages in our daily lives coming from so many different channels, it can be difficult to recognise propaganda, or how it is influencing our emotions, attitudes, knowledge and behaviour.

For these reasons, the Evens Foundation decided to address the challenges of understanding our increasingly complex media environment. We've

established a consortium to work together on developing critical thinking about propaganda as a crucial part of responsible citizenship in the 21st century.

The project will be developed in cooperation with the Association for Communication and Media Culture (Croatia), Center for Citizenship Education (Poland), Finnish Society on Media Education, IMEC (Belgium), Asociația Mediawise Society (Romania), and Citizen Press (France). It builds on the increasingly global network of media literacy scholars, who have been exchanging ideas since the mid-1990s and who have built a global knowledge community that includes information-sharing through journals, conferences and other formal and informal exchange networks.



There is much to be learned about the ways that educators and learners respond to critical dialogue about contemporary propaganda. Another key dimension is the need for technological adaptation, curation and creation of media content. Taking all this into consideration, the project aims at creating an inclusive, democratic (online) learning environment, targeting educational communities, students and parents in the EU. It will offer a free, high-quality educational tool on propaganda, designed for (non-) formal learning activities and youth work, increasing public awareness of the value of media literacy and propaganda education. Project partners will contribute to and extend national curriculums with educational resources on propaganda, and together the consortium will support a European network of media education professionals to share good practice and advocate for new qualitative and quantitative research on propaganda and media in EU, with a comparative approach.



In practical terms, the project will develop the international platform Mind over Media, already existing in English as established by Prof. Renee Hobbs in the US, in 7 additional languages. This crowdsourced online tool to teach and learn about contemporary propaganda

will enable users to learn how to recognise propaganda, rate examples, interpret their messages and assess their impact, browse and sort examples uploaded on the site and upload and share examples from their communities. The platform actions will be accompanied by Mind over Media regional educational portals (for Polish, Suomi, Croatian, Romanian, French and Flemish audiences), a blog in English and sets of contextualised educational resources and online and offline workshops and seminars for teachers, librarians and media leaders.

It is expected that the project will enhance essential civic competences: critical thinking, intellectual curiosity, dialogue, tolerance of diverse points of view, ability to use reasoning to value multiple interpretations of a media message, and a sense of responsibility among authors and audiences of media messages. Meaningful, aware and critical interaction with social media will specifically be encouraged. The project will also promote cross-national dialogue about the impact of the media in the modern world as a means to promote cultural understanding and respect for diversity.

Find out more about the project [here](#).



Media Literacy Experts Group meets in Brussels

by Sally Reynolds, ATIT, Belgium/Media & Learning Association



Sally Reynolds

The Media Literacy Experts group was established several years ago by the European Commission as a way to bring together a mix of experts from different parts of Europe on at least an annual basis to discuss common issues and challenges. This group has three main objectives: to discover, bring to light, document and extend good practices in the field of media literacy; to facilitate networking between different stakeholders, with the aim of cross-fertilisation; and to explore synergies between different EU policies and media literacy initiatives. The group is chaired by the European Commission and its membership is made up of representatives of member states. In addition, the European Commission invites so-called 'observers' which includes experts nominated by candidate countries and EEA countries; representatives of European associations and Foundations active in the field of media literacy including the Media & Learning Association and representatives from international organisations (Council of Europe, UNESCO).

Management of this group has shifted within the European Commission in the last 18 months and the most recent experts meeting took place on 14 December 2017 under the chairmanship of Paolo Cesarini, Head of Unit I.4 Media Convergence and Social Media - the unit which now has responsibility for Media Literacy within the European Commission. It was a one day affair with the morning session made up of presentations and updates on Media Literacy by EC Commission officials and others and an afternoon workshop given over to the subject of how media literacy can play a role in tackling fake news and disinformation online.



Attendance was somewhat lower than in previous years and it was pity that several of the platforms like Facebook and Google who were represented in previous meetings were nowhere to be seen. However, the morning highlighted much of what is happening supported by this unit and it was interesting to note that while media literacy might not have been a particularly important topic for the Commission in the past, this is set to change.

The decision by the Commission last November to set up a High-Level Expert Group and to launch a public consultation on fake news and online disinformation means that when it comes to offering up solutions – certainly in the case of young people – the spotlight increasingly falls on media.

Funding innovation in the area of media literacy is something that the European Commission has only recently started to do and the two successful projects from the first round of funding announced in 2016 each gave a presentation during this meeting. They are the 'Mind over Media in EU – Analysing Contemporary Propaganda' project which was presented by Joanna Krawczyk of the Evens Foundation and which is featured in a separate article in this newsletter and the 'Media in Action' project presented by Angela Rees of Pontydysgu. Both projects are planning to start this month, run for a year and involve several partners in different parts of Europe. The 2017 'Media Literacy for All' Call recently closed and



commission officials expect to be able to announce the results shortly. Interest in funding in this area is high and there was some discussion amongst the audience as to why the funding provided seems relatively low, certainly when considered against the funding levels available for European R&D and the increasing importance being given to media literacy. Commission officials were quick to point to the fact that this is a new programme, one which can certainly grow according as experience in cross border funding support of media literacy initiatives increases. It's also worth mentioning as was discussed, that funding under Erasmus+ can also be of interest, particularly given the fact that media literacy is now specifically mentioned as a key area of activity under several Erasmus+ actions.

The second part of the morning session included two really interesting talks. In the first given by Leo Pekkala from the National Audiovisual Institute in Finland, Leo gave a really spirited argument for putting more effort into media literacy schemes aimed at adults. Nicola Frank from the EBU, gave the second presentation and described several relevant large-scale projects currently being led by EBU members like the Fake News app developed by ZDF and the BBC's Return to School Roadshow that brings journalists back to schools to discuss reality checking of news with pupils.



Growth of video at Fontys Hogescholen

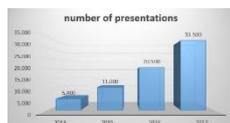
by Toine van den Berg, Fontys Hogescholen, The Netherlands



The use of video is growing rapidly at Fontys in recent years, from weblectures to user generated content. In this article, we'd like to share some of the impressive figures we have generated related to content creation as well as the number of views we're generating with our video content.

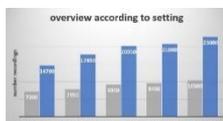
With a total of 16 recorders, some built in to lecture rooms and some mobile solutions for events and studios, Fontys has put in place a significant infrastructure for recording weblectures and knowledge clips. Students and employees within Fontys have access to their own My Mediasite environment. My Mediasite is a private 'YouTube-like' environment, the place to upload, create, manage, edit and publish their own videos and screencasts. Fontys users log in using SURFconext. That means that they can use the same log-in as they use for other systems. This way they can easily contribute to the growing library of videos on the campus.

We have organised the support of Mediasite in the 25 different institutes and service departments that make up Fontys with a total of 55 key-users. A key-user is the go-to person with all questions related to online video. At the moment Fontys has also about 7000 active My Mediasite users who create their own user-generated content.

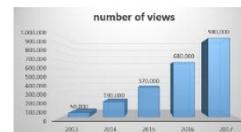


In this overview slide, you can see the growth in the number of presentations (weblectures and My Mediasite content) over the last 4 years.

This slide shows the amount of recorded weblectures (shown in grey) compared with the My Mediasite video content created (shown in blue) during 2017



All that content also increases the amount of views we get every year. As you can see by the number of views, the content is becoming more popular year by year.

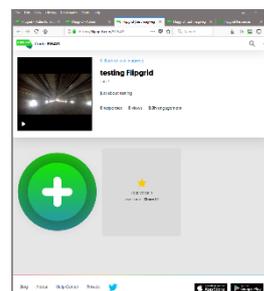


If you like to know more about these statistics or the Mediasite usage at Fontys, please contact me at mediasite@fontys.nl

Tools of the Trade

Flipgrid, video based discussion

by Mathy Vanbuel, ATiT, Belgium



Flipgrid is a video discussion platform that is getting quite popular on all levels of education in the US. Flipgrid is an ideal tool to give learners of all ages an easy and familiar way to share their thoughts and opinions and listen to those of others within their community. It works quite simply: a teacher posts a discussion topic in the form of a video with questions or discussion points to the class, school,

professional learning community, or even to the public. In return, the students record their own videos in which they respond, react, elaborate etc., they upload their own videos within Flipgrid and view and respond to each other's short videos. In short, Flipgrid uses short videos to discuss learning and teaching matters. Flipgrid appeals to young learners as it is video based and it can be used on all devices including smart phones, it even applies youngster style elements like selfie styling, personalised videos, drawings and emoticons. What is more important and useful in relation to learning and teaching is the possibility to add links and titles, images, animated gifs, emojis, and attachments. Adding your own video reactions to a grid topic is as easy as tapping the screen. You can find a free trial version and pricing info [here](#).

Media & Learning Association News

Registration for Media & Learning: Video in Higher Education 14-15 June 2018 now open

[Registration](#) is now open for the Media & Learning Video in Higher Education Conference in June. The agenda for this two day event taking place in Leuven, Belgium includes demonstrations of cutting edge video based tools and services aimed at universities and colleges, presentations showcasing excellent practices from around the world and discussions on how to make the most of the affordances provided by video to enhance and enrich learning.



The conference call for ideas is now open and suggestions for the agenda are most welcome, the closing date for receipt of agenda proposals is 31 January. Conference formats include presentations, demos, screenings, discussions and short workshops. Check out the full list of themes for this event [here](#).

You will find all you need to know about submitting a proposal [here](#).

The Media & Learning Video in Higher Education Conference is organised jointly by the Media & Learning Association and KU Leuven.



Medea Awards 2018 – submit your entry before 28 February

The organisers of the MEDEA Awards are delighted to announce that entries for this year's competition can now be submitted. You can submit your entry for one of the two main awards; the MEDEA Award for Professionally Produced Educational Media or the MEDEA Award for User-Generated Educational Media. The deadline for submission is 28 February 2018.

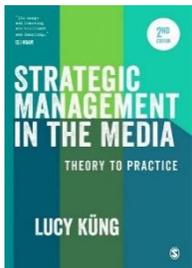


Judging by the MEDEA Awards international jury will take place in March and April. Finalists for the 2018 awards will be announced at the end of April and will be invited to take part in the Media & Learning, Video in Higher Education Conference taking place in Leuven, Belgium on 14-15 June 2018 when the winners will be announced. Entry forms are available on the MEDEA Awards [website](#).

Media & Learning Book Review

Strategic Management in the Media

by Lucy Küng, reviewed for Media & Learning by Mathy Vanbuel, ATIT, Belgium



Lucy Küng, Reuters Institute, University of Oxford, and University of Oslo is the author of several books about innovation in news and media organisations. In this 2nd edition which appears 8 years after its initial publication, she takes into account the speed of innovation and change that has disrupted the media landscape: the advent of Spotify, the introduction of the iPad, the rise of social-mobile media, the increasing importance of delayed TV viewing and of streaming services such as Netflix, the

move of the public to find news on social media channels such as Facebook, Twitter and Google. She describes how new technology giants such as Apple, Amazon, Google and Facebook are increasingly taking over power for media content production, distribution and consumption.

Certainly the most interesting part of this new edition are the more than 30 case studies that provide a detailed record of the strategic changes that are needed within media companies to survive and grow. Some of the most interesting and insightful cases include the description of how Encyclopaedia Britannica has responded to technology changes, and how Netflix uses data analysis in its strategy for the future.

This and the theoretical context provide the reader with the necessary background to better understand change and decision-making within media organisations in the light of disruptive technology and innovation. This makes this book an essential guide not only for students of media studies, media economics and media management to research and study change management in media industries but also for everyone else who needs to understand how mass and new media are currently managed. Küng's style which mixes thorough research and in depth documentation with interesting details and anecdotes makes this 237 page book an easy and pleasant read.

Published by Sage, the ISBN number of this book is: 978-1-4739-2950-0.

Resources of the Month

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

- [32 augmented reality apps for the classroom](#) provides background to the use of AR in education with examples.
- [A Field Guide to 'Fake News' and other information disorders](#) is a guide to investigating misleading and viral content online.
- [Critical Thinking Workbook](#) helps teachers develop mindful communication and problem-solving skills for their students.
- [Creating Vision Boards](#) provides a guide and resources to help teachers set up digital vision boards using Google slides or Google drawings.

Awards Schemes & Events

Online discussion on learning spaces 30 January

On 30 January 2018 Open Education Europa (OEE) is organising an online discussion on learning spaces and how they can



OpenEducationEuropa
Europe's community for innovative education

change teaching approaches. The live chat session is organised as part of OEE's January focus on learning spaces in open education and will be moderated by Dr Ebba Ossiannilsson. Find out more [here](#).

Media literacy for Social Change, 5-6 March Kuala Lumpur



The 1st International MEDLIT Conference on Media Literacy for Social Change will take place in Kuala Lumpur on 5-6 March. This conference is organised in the context of the MEDLIT project, supported by the European Commission's Erasmus+ programme which brings together universities in Malaysia, Thailand, Vietnam and Europe to promote awareness about the social and cultural usage of media in the interest of maintaining and developing individual motifs of meaningful participation in society. To find out more, visit the conference [website](#).

EDEN Conference 17-20 June, Genova, Italy

The 27th annual EDEN Conference takes place this year in Genova, Italy under the banner 'Exploring the Micro, Meso and Macro: Navigating between dimensions in the digital learning landscape'. The call for contributions is now open and participants are invited to submit their proposals before 5 February. Visit the conference [homepage](#) for more information.



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