



Media & Learning News

EAVI wins Europe for Citizens award

Congratulations to the hard-working team at EAVI who recently won the Europe for Citizens award. This award is granted to successful initiatives and projects within its two categories of activities, namely "European remembrance - the EU as a peace project" and "Democratic engagement & civic participation - getting citizens involved". Find out more about what this means for EAVI and the other work they do on their [website](#).



State of Video in Education Survey



Kaltura have extended the deadline for their annual survey into the state of video in education to 12 May 2018. This survey provides information on current trends in video usage, the challenges that can arise and best practices in education. The survey contains about 20 questions and

should only take about 10-15 minutes of your time. All survey results will be published in a Kaltura Webinar several weeks following the data collection as well as on their website. Take part [here](#).

MOOC webinars launched by OpenupED

OpenupED has launched a series of 3 webinars in May for anyone interested in MOOCs. These free webinars cover 'Facilitated MOOC Support', 'Open Massive Gamification' and 'Why MOOCs While Dealing with Large Numbers of Distance Learners'. Find out more about this webinar series and register [here](#).



Featured Articles

Educators around the world are teaching through documentaries - this is how they do it

by *Ngalula Beatrice Kabutakapua, Balobeshayi, UK*



All I could remember for years were the screams, the sound of the whip hitting the flesh, the lacerating pain of young people not much older than me. That day at school when I was 13 years old watching *Night of the Pencils* was the day I learnt about the *desaparecidos*. Back then, that was one of the most formative experiences in my educational life.

"No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls" said Ingmar Bergman. The stamp left in my mind and my education at the hands of *Night of the Pencils* is one proof of that. Additional evidence was brought to the table when I decided to produce [\(IN\)VISIBLE CITIES](#).

Directed by Gianpaolo Bucci, (IN)VISIBLE CITIES is a documentary collecting the stories of African migrants living in 13 cities of the world. It was born as an idea in 2012, motivated by the revolutionary action of wanting to narrate

an alternative truth about migration. Back then, I was working for international media outlets as a freelance journalist, yet the coverage on migration was lacking in human interaction and, more often than not, it risked tainting the minds of those who didn't have the necessary critical thinking to approach the media discourse. As I produced (IN)VISIBLE CITIES, I had two aims in mind: connecting with my African roots and doing justice to migrants who are not fairly represented in mainstream media. Little did I know that the film was going to become a powerful educational tool for generations of students aged six to twenty.

Between 2013 and 2015 (IN)VISIBLE CITIES has been screened to thousands of students in Italy, UK and the US. But how did we get to the educational rooms? When you produce something that makes you proud, you tend to share it with everyone. And the more we shared, the more people loved the idea of the subject and the journey linked to it. Something unexpected happened as we received praise and prizes, academics started to demonstrate an interest, we become magnets for professors.

Olive Vassell from the University of District of Columbia invited us for an intercontinental training session with her students who found in the documentary their own issues to analyse and deepen. The University of Barcelona asked us to let them know when we were planning on going there. Sybe de Vries from Utrecht University told me "your work on (IN)VISIBLE CITIES is so outstanding and formative, we'd like you to film a series of videos on our research". That's how we started a three-year collaboration during which we filmed a series of videos translating their research project for a much wider audience to understand. And Tandem Interculturale, a youth-oriented association based in Italy, organised a series of screenings with elementary schools. We were present for each screening to answer questions, explain the whys and hows and to educate on a critical approach to media consumption.



The list of praise and positive experience is not being put there just to celebrate our successes. Rather to show with practical examples the power of video when introduced to students within the right context and allowing them enough time to ask questions.

Research shows that video can increase the engagement of students especially if associated with other learning activities. When presented to college students, according to research carried out by Berk in 2009, video is also said to have positive effects such as: grabbing students' attention; focusing students' concentration; generating interest in class; improving attitudes toward content and learning; building a connection with other students and the instructor; increasing memory of content and increasing understanding,

(IN)VISIBLE CITIES has convinced numerous educators as to the power of visual storytelling in formal and informal education. Currently, it has become a portfolio project of the social enterprise Balobeshayi that organises training and uses video-making to narrate migration and social issues to inspire positive social change.

If you would like to find out more about (IN)VISIBLE CITIES and our work in Balobeshayi, visit our [website](#).

Editor's note: Ngalula Beatrice Kabutakapua is a freelance journalist, producer, and researcher in the field of migration from Africa with a focus on the Diaspora and its integration in urban spaces. She is also a trainer in intercultural dialogue and the founder of Balobeshayi.



How to help engage students in flipped learning: a flipping eventful journey

by Gareth Bramley, University of Sheffield, UK



Gareth Bramley

Flipped learning allows for the in-class time to focus on higher order cognitive skills such as the skills of analysis and evaluation, rather than not progressing past comprehension and knowledge. Therefore, the supporting literature suggests that deeper learning is achieved as a result and the ability of students to achieve a wider range of learning skills is encouraged.

A flipped learning model of teaching was applied within the context of a final year undergraduate module, entitled Sale of Goods, on the law degree programme at the University of Sheffield.

'Traditional' tutor led lectures were replaced with online screencasts (audio over PowerPoint slides) and lecture time was adapted to become student-centred large group interactive sessions.

The screencasts were embedded within the Virtual Learning Environment ('VLE') and made available to students. The screencasts covered the essential points previously delivered via a 'traditional' lecture. The time limit of each screencast was kept intentionally short, recognising the fact that modern learners find it extremely difficult to engage with an online audio resource for longer periods.

The motivation for introducing a flipped model of delivery was to encourage greater engagement from the students and increased active learning. The hope with a flipped model was that students engaged consistently throughout the module, and that increased time in taught sessions could be spent on deeper learning.

In the 'new' interactive taught lectures, the students were given a number of different activities to undertake, with the focus on 'active', problem-based learning. These activities included both whole cohort and small group tasks.

Echo360 was used to allow students to engage in these interactive lectures using their electronic devices - students logged into Echo360 to type answers to any short answer or multiple choice questions, and then answers were displayed on the main projector for further analysis and discussion. All sessions were captured using this same software - Echo360 records the full session, including slides, which allows for students to listen to, and use the lecture as a learning resource, after it has taken place.

Following the interactive lecture, the students attended separate small group seminars, each of 2 hours in length, where they worked through different problem-based questions and essay-style questions in smaller groups of 3-4 students.

Students taking the module were asked to volunteer to take part in short, one-to-one interviews regarding their experiences of flipped learning in relation to delivery of the module.

The students found that the screencasts were very helpful in helping them prepare for lectures and seminars – one student commented "I listened to them before a lecture. If there was still stuff I was unclear, I would listen to them again before the seminar to do the textbook reading"

Another student commented, in relation to the use of Echo360 for interaction, "it gave you a moment to sort of stop because it's nice when the

lecture pauses a bit and you can think about what is being said and then you have to think for yourself, you couldn't just sit and be passive, you had to engage, it made you think more"

A flipped learning approach requires careful and consistent planning, sufficient time allocated to initial writing and preparation, and then regular review and careful analysis of student comments and suggestions.

There is still much to follow up and develop. In particular, work is being undertaken to add clarity and increased structure to the VLE e.g. learning icons and outcomes clearly badged for each week; a specific order of activities suggested to students; incorporation of online quizzes to test learning ahead of seminar contact time; and an open, maintained discussion board where students can upload content from seminars, and respond to student and staff questions



Work is also being carried out to track views of screencasts by students, so that some analysis of student engagement in this regard can be considered.

Finally, clearer signposting and justifications for this flipped learning model will be provided by videos from students who have previously undertaken the module – the hope is that these videos will help increased numbers of future students seeing the benefit of a flipped learning model, and how this can link to issues such as employability and a better developed graduate.

You can read the full case study in the RAISE journal [here](#).

Editor's note: John Couperthwaite & Naveed Shah from Echo360 will be leading a workshop on Friday 15 June at the forthcoming [Media & Learning Conference](#) called "Capturing active learning: an introduction to new approaches to enhance learner engagement before, during and after class".

iLearn: how do we learn with video?

by Tania Dias Fonseca & Anne Preston, Kingston University London, UK



Tania Dias Fonseca



Anne Preston

Without any doubt video has changed the ways we communicate and connect with each other. It is also increasingly reshaping how those working in and across higher education teach and learn. The potential of video is now celebrated across the education and technology sectors alike.

As both practitioners and researchers in digital media, Media & Learning 2018 presents us with the opportunity to share our own work in the area of video and also pose some big questions. For example, alongside celebration, we have been considering how the increasing push of video in higher education also addresses issues of equitable participation, digital capability and organisational power dynamics.

In the UK, as is potentially the case elsewhere in Europe, learning and teaching with video is a) accompanied by dispersed and under-utilised digital media resources; b) under-developed training and resourcing; and c) requirements gap by the existing systems.

To address these challenges, we are focusing in on gaining a more accurate picture of students and lecturers' perceptions and practices with video within and outside university settings. We conducted a student survey on



their habits and perceptions on learning with video in and outside of the university.

A preliminary picture of student experiences (n=109) indicates the following:

- 89% of the students use video platforms (e.g. YouTube, Khan Academy, FutureLearn) to research and learn and 51.3% do it from their smartphone.
- 75% of the students have the experience of video lecturer capture and 35.8% with audio lecturer capture on their studies
- More than 90% strongly agree, or agree, with the advantage of a) watch/listen to lectures anywhere (e.g., home, work, on public transport); b) watch/listen to lecturers on their own time and schedule; c) replaying parts of the lecture for a better understanding
- 50% strongly agree, or agree, with creating and presenting coursework in the form of video and audio More than 80% strongly agree, or agree, with having access online audio/video recordings of supplementary content material
- More than 60% would definitely, or probably, would like to have training on editing video and audio

Issues of bad quality of sound and/or image, lack of motivation to watch/listen to a lecture when at home and the fact they cannot interact with the video/audio are presented by a significant percentage of the participants.

Thus, quality and interactivity aspects have to be considered when designing video resources in order to prevent disengagement. Furthermore, bridging the gap between the informal way of learning outside of the university using video and the formal learning process presents itself as a challenge for HE institutions.

In our presentation at Media and Learning 2018, we want to work with delegates to unpick some of these issues linked to students' experiences but also expand deeper discussions about how those working in Higher Education can be better enabled through their own evidence to take the lead on their own pedagogical know-how to effectively engage students in active learning activities with the use of interactive video.

To this end we will be asking three big questions:

- What is the nature of students' and lecturers' digital media practices within and outside a university setting?
- What are students' perceptions of learning with regard to their digital media practices within and outside a university setting?
- How do students' digital media practices compare with their lecturers' perceptions?

Based on our own research- and practice-driven approach, we will conclude by sharing our transferable model of CPD. This model may be integrated with other institutional technologies, services and tools to provide transformational experiences for educators.



We look forward to meeting you in Leuven!

Editor's note: Tania and Anne will be presenting their work on Friday 15 June during a presentation session on the impact of video as an institutional strategy at the [Media & Learning Conference](#).

Digital Footprints and Media Education – Owning our Reputation

by Naomi Thompson, EAVI



Naomi Thompson

In the wake of the Cambridge Analytica/Facebook revelations, privacy is now an issue many media users are starting to take seriously. Corporations, from energy suppliers and insurance companies to telecommunications and media platforms, are in a rush to reassure their customers that they handle their data with discretion and respect.

While this is a positive step forward, customers and users themselves should be educated and empowered to understand, protect and utilise their data. As it stands at the moment, our data is a monetised asset, but not one we as individuals can actually make money on or even have much control over.

A particularly lucrative dataset is our digital footprint – the trail of breadcrumbs we leave behind us as we make our way through the internet. From this footprint, corporations, advertisers and even the state can profile us. The data provided from your online habits can give a strong indication of your social life, hobbies and interests, health and disabilities, political leanings and personality traits. All of this information is gathered by implied or explicit consent that most users are not even aware they have given.

As with nearly every aspect of online activity, it is a double-edged sword. On the one hand, profiling your online reputation means that corporations and advertisers can tailor your online experience – showing you products, pages and articles you're likely to be interested in. However, it can also create a filter bubble, warping your sense of reality, reinforcing opinions and making it harder to find novel products or contrasting points of view.



Leaving a digital footprint is largely unavoidable if you're going to go online; for anyone who has ever taken the bold step of disabling cookies on their browser, they will find some of the internet locked out. There is an implicit agreement in place: if you see us,

the webpage says, we see you. If you use us, we use you.

Whether users are aware of this transaction, or the implications of this transaction, is another story. A survey conducted by EAVI in 2017 found that only a third of respondents had a sound understanding of online privacy, covering everything from cookies and secure internet browsing, safe practices and even what a secure password might look like. The gap in media education in this area is a cause for concern.

Individuals should be educated not only in the practical skills required to safely navigate the internet, such as locking down privacy settings on social media accounts and safe practices when browsing, but also in the wider issues and implications of their digital footprint and online reputation. Education provides empowerment; not only can individuals have a greater say in how their data is used but they are better placed to make use of it themselves.

There is a strong argument to be made for individuals to be able to make money on their data, with some proponents advocating that it could form the basis for universal income. It is an asset, undeniably, and one that we have a strong claim of ownership on. In our ignorance and indolence, we have given it away. Media education and media literacy is the first step



towards taking it back. For more on the work we carry out in EAVI linked to media education and media literacy in the area of digital footprints, visit our [website](#).

Tools of the Trade

Open Broadcaster Software

by Mathy Vanbuel, ATiT, Belgium



OBS Studio is a free and open source software for video recording and live streaming, available for Windows, macOS and Linux. With OBS Studio you can easily create real time video/audio streams containing video and screen captures, still and moving images, text, browser windows,

webcams, capture cards and more.

The software allows seamless switching between all video sources, and mixing audio with high level control over each input (with noise gate, noise suppression, gain control etc.). Its high degree of configuration options supports many different applications such as multicamera live broadcast and live recording and every type of direction with preview of all scenes and sources before switching them live. OBS supports most streaming platforms (YouTube, Facebook Live, Periscope, Vimeo and more). A powerful API provides opportunities for customisation and a dynamic community of users and developers can be accessed for questions or support. This free software is available in English, French, German, Spanish and more. More [here](#).

Media & Learning Book Review

Slow Tech and ICT - A Responsible, Sustainable and Ethical Approach

by N. Patrignani and D. Whitehouse reviewed by Eleonora Pantò, CSP, Italy

"Dear Readers, Information and Communication Technology (ICT) is disrupting people's lives." This is the way the authors introduce the book: no space for any mis-interpretation, the message is strong and clear. But they are not luddites or techno-sceptics: they propose a deep reflection on the design and the use of human centred ICT.



The authors propose an approach to ICT that is responsible, sustainable and ethical or in other words, good, clean and fair. They recognise inspirational thinkers, such as Carlo Petrini, founder of the Slow Food Movement that counters the rise of fast food and fast life and focuses on the relationship between food and environment, Alexander Langer with his reflection on a new concept of well-being, based on a lifestyle that is slower, deeper and sweeter and the need for ecological change that can take place only if it becomes socially desirable and René von Schomberg who as an EU policy maker, works for responsible innovation that is socially desirable, inclusive and environmentally sustainable.

ICT is **good** if it puts human beings in the centre starting from their needs and using an interdisciplinary approach whereby humanist and technologist work together. It is **clean** if the impact on the environment is taken into account, namely the scarcity of rare-earth metal, the energy consumptions of cloud mega centres and the recycling of e-waste. Finally, it is **fair** if human rights and

the health and the safety of workers are respected throughout the value chain.

Also for education, good ICT is important: the web provides huge opportunities to improve access to knowledge, but it's important that teachers help students to cultivate a deeper way of writing and speaking and to become able to interact with complex structures, in terms of language and thinking. Human beings need time to think, meditate and argue: to be in an 'always-on input mode' can lead to them becoming passive targets of messages and easily manipulated.

This book is published by Palgrave Macmillan with ISBN: 978-3-319-68943-2

Media & Learning Association News

Register now for the Media & Learning Conference



With just under 2 months to go, we are putting the final touches to the agenda and looking forward to welcoming the many people from 21 countries who have already registered for the Video in Higher Education Conference. Registered participants include academics

responsible for promoting digital innovation, educational media producers, researchers investigating the impact of video in pedagogical contexts, commercial and non-commercial suppliers of video-based tools and services, technicians, technical experts and support staff responsible for providing video-related services, and academics and teachers already using video as part of their teaching. Find out more and register [here](#).

Welcome new member from Austria

We are delighted to welcome Pädagogische Hochschule Oberösterreich/University of Education Upper Austria as the latest organisation to join our association. The University of Education Upper Austria is the second largest teacher training university college in Austria and accommodates the Austrian National Centre for E-Education. It has a strong focus on Media Education with a Student Radio- and TV-station and is a lead member of the annual video in education challenge "[EDIT](#)" together with partner universities and colleges in Finland, Germany, Scotland, Romania, Spain (Basque Country), Sweden, Greece and Israel.



Awards Schemes & Events

Videomed competition aimed at medical sector



Aimed largely at Spanish speakers, Videomed is an international medical film competition with a general focus on everything related to health care. Winners will be announced during Videomed2018, taking place 19-24 November 2018 in Badajoz, Spain. Find out more [here](#).

For more information, to submit content or to unsubscribe from this newsletter, please contact the Media & Learning News Editorial Team.

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