Media & Learning News

New International Film and Media Literacy community launched in Athens

The Fest of Fests Launching Forum was held in Athens, on June 25-28, 2018 at the Michael Cacoyannis Foundation. 55 experts from kids' film festivals and various national and international organisations focusing on media and film literacy participated in the Fest of Fests discussion groups on the development of screenwise young viewers. The Michael Cacoyannis Foundation has renewed the invitation for 2019. The newly-launched Screenwiser platform, under the scientific auspices of EKOME S.A., will be the virtual forum for keeping the discussion going, while developing the tools indicated by the community in order to make progress across contexts. You can follow the progress of Screenwiser on this site.

European Media Literacy Standard for Youth Workers available

EMELS, a European project funded with the support of the Erasmus+ programme, recently launched a useful tool for youth workers to develop media and digital competencies. This tool can be used to help youth workers self-evaluate their own level of digital competences, assess the digital competences of others, set learning goals and identify training opportunities, and organise and plan (digital) youth work activities. EMELS stands for European Media Literacy Standard for youth workers, and it is complemented by educational materials and best practices. Take a look at this useful tool here.

Open source teleprompter for universities

There was a lot of interest at the recent Media & Learning Video in Higher Education conference in Souffleur demonstrated by Nicolas Vion and Willy Morscheidt from Mines ParisTech in France. Souffleur is an open source teleprompter solution which makes it possible to display content synchronously on multiple devices, enabling an operator to control the scrolling speed synchronously across all devices. It is particularly suitable for academics and others who are looking for a simple teleprompter solution, find out more here.

Calling all researchers - new Film Education Journal gets off the ground

The new Film Education Journal is the world's only publication committed to exploring how teachers and other educators work with film, and to involving other participants – policymakers, academics, researchers, cultural agencies and film-makers themselves – in that conversation. It is a bi-annual, open-access, peer-reviewed journal sponsored by the UCL Institute of Education in the UK in partnership with the British Film Institute, the Centre for the Moving Image, Creative Scotland and Transgressive North. Find out more here.

EUscreen Network meets in Madrid

The EUscreen Foundation held its annual Network Meeting and General Assembly on 5-6 July 2018 at the University Carlos III in Madrid. The meeting for new and existing members started with an update on the EUscreen portal, its facilities and services and on EUscreen within Europeana. Sanna Marttila from the University of Copenhagen moderated a workshop on IPR for audiovisual heritage materials. Prof Dr Sonja de Leeuw chaired a lively discussion with Alex Cutajar (Euroclio), Bartolomeo Meletti (LoS/BUFVC), Claude Mussou (Ina) and Mathy Vanbuel (ATiT) on the educational use of audio-visual content which focused on the important rights issue. Themistoklis Karavellas (i2Cat) talked about innovative developments that are relevant to EUscreen such as image recognition and automatic metadata extraction. The EUscreen Network General Assembly presented the strategic plan and the current and future EUscreen and related partner projects from ORF, RTP, NAVA, Czech TV, Europeana, Technische Informationsbibliotek and Arkivi Qendror Shteteror i Filmit. Find out more here.

Featured Articles

Does your campus have a strong video culture? here's why it should

by Rob Lipps, Executive Vice President of Sonic Foundry

Rob Lipps

A quiet revolution is gaining speed in colleges and universities worldwide. No, people aren't beating down the schools' doors, but there is an important paradigm shift under way because educators and university leaders are embracing technology; more specifically, video. From lecture capture to micro learning, video technology is a key driver of advancements in higher education. But what drives the successful use of video on campus? How do you facilitate a campus-wide shift to leveraging video strategically? More importantly, how do you instil a strong video culture on your campus?

What is "Video Culture?"

First, let's define what a strong video culture means. Having a video culture means all students have access to online, anytime video at their fingertips. It means faculty members use video to take courses to the next level, and administrators facilitate staff development, preserve campus knowledge and events and offer competitive programs. Student achievement and retention is strengthened with video, and you have a unified campus video library. Your institution is competitive with flexible programs that reach more students. A video culture sounds pretty great, right? It's not as daunting as it might seem to get there, and it's important that you do.

Students expect video and its culture

It's essential that a shift in campus attitude to embrace technology occurs. Technology buy-in from all players–faculty, administration and students–is important. The students are the easy part of this equation. They don't consider online, anytime instruction a luxury. They've grown up with technology their whole lives, and in this world of Facebook Live, Snapchat,

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YouTube and Netflix, not being able to watch a lecture in real-time from a distance or review that content on-demand is counter intuitive.

Video supplements, not disrupts

However, others on campus, especially some faculty, haven't always been as quick to embrace technology. And that's completely understandable. The idea of changing the way you teach or incorporating unknown, seemingly complicated technologies can be scary. They might ask themselves, "What if the technology doesn't work? What if students stop coming to class because they can watch lectures anywhere on their own time?"

These are valid questions, but the reality is that with the right technology, faculty won't have to change the way they teach.

Fully automated and integrated classrooms with a scalable enterprise video solution, like Mediasite, helps universities reach the tipping point faster in terms of faculty use. Faculty can simply walk into a room that's already been scheduled to be recorded, they teach, and the video stops at the end of class. Students can watch live or on-demand right in their learning management systems, and they'll be able to see video of the instructor and supporting materials.

Bottom line: Students will still come to class. The presence of capture in classrooms creates a natural transformation of the classroom, such that students are engaged, focusing more on what the faculty is sharing versus focusing on capturing everything being shared.

With the pressure of in-class note taking relieved, students are using the videos for review while doing homework assignments and studying for exams. Instructors can also pre-record video lectures for students to watch prior to class (micro learning), and class time is then reserved for discussion and collaboration.

So, what now?

How a video platform is deployed is just as important as what technology you use. Be sure that you create an effective video policy for your campus that addresses things like whether faculty will have to opt-in or opt-out of recording their lectures (hint: making them opt-out leads to greater adoption).

Also, make sure it clearly defines who owns the videos – the school or the creator? And who has access to the video's analytics?

After the policy is clearly defined, take a deep breath and step back. Start at the simplest level: Hit record in as many rooms as possible, and watch the change in campus culture happen naturally.

Students and faculty will become creators, not just simply lecturers and viewers. Video will become widespread. Early success will drive further adoption…and further success.

The most important, and perhaps the simplest, thing you can do right now is to just hit record.

Digital Education is more than ICT Skills

by Nicoleta Fotiade and Sorina Untu, Mediawise Society Romania

Nicoleta Fotiade

Sorina Untu

A new Digital Education Action Plan has been launched by the European Commission in January 2018 and it promises to become a mechanism for helping people and schools in Europe to adapt to life and work in the digital age. The document puts forward a set of priorities and initiatives in support of the development of digital competences with the urgency to reduce the basic digital skills gap across EU. Mariya Gabriel, EU Commissioner for the Digital Economy and Society, explains at the launch of the action plan that *"while already 90% of future jobs require some level of digital literacy, 44% of Europeans lack basic digital skills"*.

In the Mediawise Society we wuld like to draw attention to the measures stipulated in the plan that are focusing too strongly on digitization and access to technology without including any concrete initiatives by which to address the development of wider media and digital literacy competences. The current measures might lead to better internet connectivity in schools and an improvement of technical abilities, but they won't be enough to cultivate innovation and digital citizenship.

Why is it important to see beyond ICT?

ICT skills provide the means by which students can use new technologies, but they do not build the critical abilities needed to explore and use digital contents, platforms and other applications in creative, innovative and safe ways. It is important to support a wider definition of the digital competences, in particular, in light of the educational policies and their effects on educational outcomes and life-long learning. It is not enough to test students' and teachers' capacity to use a computer in schools; we need to encourage their critical and creative interaction with digital contents in their daily lives. Students who learn about the media they use everyday, who can create media and digital content or recognize contemporary propaganda and disinformation.

To acquire ICT skills is a first step towards digital education. By integrating media literacy in the digital education taught in the classroom, we aim for a society in which citizens have a deep critical understanding of the impact of media and digital content on everyday life and they know their rights and responsibilities in the online environments.

What Mediawise Society recommends

It is necessary for the action plan to build upon the recommendations and communication of both the European Commission and the European Parliament from 2008 onwards. The text should include an adapted reference to the European Parliament resolution on media literacy in a digital world, adopted in November 2008. According to the resolution, digital competences include both ICT skills, and media and new digital media literacy.

Furthermore, the action plan must also support education for media and digital competences as an integral part of teachers' initial and life-long

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learning training. Teachers need media and digital literacy to be able to adapt the school curriculum to their pupils' media realities and practice.

Mediawise Society is the Romanian association for media culture and education. We design and organise media literacy workshops for both students and educational professionals and advocate for introducing media and digital education in schools. Follow Mediawise Society either on their website or on twitter @MediawiseS.

Chalk, Talk & Tech – blending technology and tradition at the University of Edinburgh

by Euan Murray, Head of Learning Spaces Technology, University of Edinburgh, UK

Euan Murray

It has long been one of the toughest technological nuts to crack. How to successfully capture chalkboard surfaces in lecture recording. With the use of chalkboards and other writing surfaces a fundamental element of the learning process for students studying Maths, Physics and Astronomy, the University of Edinburgh was determined to find a solution that delivered a very high-quality experience for students.

We approached the challenge by talking first to potential users - those tutors delivering complex visual content - to find out what was on their wish list and what would make them choose to use lecture recording in their teaching. What we discovered is that lecturers are concerned about the quality of the recording and wanted to feel confident that the video pick up was of sufficient quality to make the recording a useful tool for students. They also wanted the system to be intuitive so that they didn't have to spend time tweaking the recording technology or adjusting camera angles before they even got started - especially when faced with a lecture hall full of students.

The solution we created means that a lecturer can just walk into a theatre, pick up the microphone and start writing on the chalkboard straight away, and everything that's written there will be recorded. When the projectors are switched off, it automatically goes to chalkboard recording mode, and the cameras point at the writing space being used.

Another challenge we faced was recording lectures which use more than one resource, for example an electronic presentation as well as chalkboard content. The way we tackled this is by using automation. The system will determine the correct combination of sources to record. Students will get a recording of the lecturer's presentation, as well as the equations written on the chalkboard.
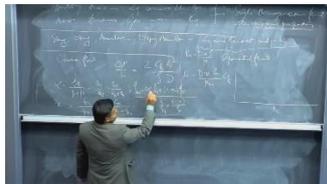
Each lecturer has a different way of working, and the system accommodates this by recording from two sources, which might be a combination of the lecturer's PC, laptop, the teaching desk or the chalkboard.

This gives us the flexibility to provide students with all the information from a lecture, however the instructor chooses to deliver it. There is no need for them to adjust their teaching style to suit the technology.

The Edinburgh lecture recording service is provided by Echo360 who are actively engaged with the team to find out how this solution can be replicated in other institutions.

The solution has been very well received by lecturers. Here's what some of them had to say.

"Chalkboards are very popular for teaching maths and physics, however this type of teaching does not lend itself to lecture recording due to the technological challenges of successfully capturing often very complex equations or diagrams on a shiny black surface, written in chalk. In response to these challenges, the Media Hopper Replay team has developed an ingenious solution by deploying very high-resolution cameras capable of very high contrast levels. Offering lecture recordings to our students to such a high-quality means that the recordings become an easy to view way of checking exactly what a complex equation said, or how a diagram was drawn. I can honestly say this is the best lecture capture chalkboard solution I have seen anywhere." Ross Galloway, Senior Teaching Development Officer, School of Physics and Astronomy.

"The teaching of maths and physics requires the presentation of complex arguments that involve diagrams or equations. Presenting these visually, and in real time, enables students to build up their understanding by taking them through the thought processes and unfolding a narrative to support their learning. Having the ability to record chalkboards to such a high quality has enhanced the way I teach as I can focus on really key information, in the knowledge that the visual workings and process of construction can be reviewed by students in their own time to help build up their understanding of the subject." Richard Blythe, Reader, School of Physics and Astronomy.
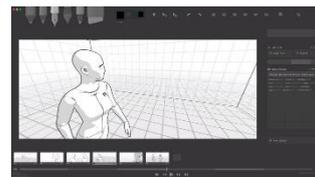
Find out more about the approach taken by University of Edinburgh here.

media hopper REPLAY

Tools of the Trade

Storyboarder, a must have for creative video makers

by Mathy Vanbuel, ATiT, Belgium

Some tools are so good that you can't believe that they are still free! Storyboarder is just such an example. Wonder Unit is a film studio that is generous enough to share the results of its own research and development: they share tools that they want or need for their production workflow with the community. That is where Storyboarder comes from, the name says it all: a free story board software. Storyboarder is dead simple and makes it easy to draw a fast and appealing visualisation of the story of your video, to add some simple animation to it and as a result to create a draft impression of your video without actually filming it.

This software includes all the familiar drawing tools like pens, boards and adds the data that the video director needs to get a clear idea of timing, image composition, dynamics etc. For more complex or sophisticated graphical input, the rough Storyboarder result can be further edited in Photoshop, edits in Photoshop are automatically updated in Storyboarder! This is a brilliant tool for scenario writers and directors who want to share and show their concepts and/or shot lists with their instructional designer, producer or academic at a very early phase in the video creation process, to see if their ideas will work as a video. There is no need to be a graphics artist and if you prefer to work on paper, you can print out storyboard worksheets and re-import your drawings as pictures into a new or existing project.

When finished the project can be exported to editing programs (Premiere, Final Cut, Avid). Space here does not allow me to describe the other smart features in the software (the Shot Generator for example). Storyboarder is an essential addition to the creative director's toolbox. Storyboarder is free and open source for Mac OS X, Windows, and Linux. Attention: the web site contains strong language!

Media & Learning Book Review

Digital Video for Teacher Education: Research and Practice

Edited by Brendan Calandra & Peter J. Rich and reviewed by Mathy Vanbuel, ATiT, Belgium
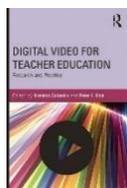
Brendan Calandra is Associate Professor of Learning Technologies at Georgia State University and Peter J. Rich is Associate Professor of Instructional Psychology and Technology at Brigham Young University in Provo, USA. In their book they describe how video is increasingly being used and in fact becoming prevalent to help improve teaching and for teaching monitoring and assessment. Researchers from diverse disciplines provide not only research outcomes on the complexities of the use of video for teacher development but also theoretical frameworks, support, and practical advice on how to use video in teacher education.

This book is divided into three parts: the first part describes in general why and how video is used for the teachers' own (both pre- and in-service) learning and includes an interesting process description on guided, video-based reflection and video analysis for the development of a pedagogical vision. The next chapter is dedicated to technical considerations and issues in video recording, editing and analysis. The articles in this part describe the importance of monitoring, observation, analysis and self-analysis. The final chapter deals with managerial and institutional issues around video and video analysis for teacher education. This book demonstrates how the use of video for teacher reflection leads to improved practice and understanding of student thinking

This book is published by Routledge, ISBN-s: 0415706254 / 9780415706254, 0415706262 / 9780415706261.

Media & Learning Association News

283 participants at first video in higher education conference

283 people from 22 different countries took part in the recent Media & Learning conference on Video in Higher education held in STUK, Leuven on 14-15 June and hosted by the Media & Learning Association and LIMEL, KU Leuven. Gradually over the summer months the conference report, presentations and photos will be posted on the conference website and social media channels. News about the 2019 conference will be announced shortly.

Winners of MEDEA Awards 2018

Université de Lorraine in France and Ulster University in Northern Ireland took the honours during the MEDEA Awards ceremony which was part of the Media & Learning Conference. The other finalists who took part were Mandoulides Schools in Greece, Leiden University in the Netherlands, Migration Matters in Germany and the National Archives in the UK.

Resources of the Month

Here are some recently added resources to the Media & Learning Resources Database:

- EMELS Media Literacy Tool for Youth Workers includes media and digital literacy guidelines & resources for youth workers.
- BBC Real News resources free online resources include the BBC iReporter interactive game.
- Digiworld is an interactive curriculum to help children develop the knowledge and skills they need to navigate the online world.

Awards Schemes & Events

Danube Peace Boat 5-12 August

The Danube Peace Boat 2018, a project of the Media Education Centre in Serbia invites young media-makers, filmmakers or young journalists (aged 18-30) to join them in August in Novi Sad, Serbia. The centre will provide accreditation for all workshops, accommodation and meals. Find out more here.

ICEM 2018 Conference 5-7 September in Tallinn

The annual conference of the International Council of Educational Media (ICEM) is a meeting place for researchers and practitioners in the field of educational media and technology enhanced learning. ICEM 2018 takes place at Tallinn University in Estonia on September 5-7, 2018. The conference programme includes presentations of research results and best practice, and will start with two workshops led by Jack Koumi on Powerful Teaching/Learning Roles for Video and Pedagogic Video Design Principles. Find out more here.

EMOOCS2019 to be held in Naples 20-22 May

The European MOOCs Stakeholder summit, EMOOCS2019, will be hosted by Federica Weblearning in Naples next May. The last edition of this event hosted by the University Carlos III in Madrid, confirmed the standing of the debate around strategic policy for multimedia and open learning in Europe. EMOOCS2019 will include Research, Experience, Policy and Business tracks, as well as an Italian Track. The website is now up and running. News of Tracks and Keynotes will be out soon, along with the Call for Papers.