



Media & Learning News

Digital media should make life better



On 27 September 2018, ALL DIGITAL, a pan-European network of digital competence centres, and MEP Emilian Pavel, organised a policy debate “Media literacy and digital skills for active

citizenship” at the European Parliament. Experts in media literacy and digital skills discussed the role of different stakeholders in supporting all citizens to develop media and digital literacy and the policies, as well as joint efforts, required to foster media literacy. Those taking part reached several common conclusions including their belief that digital technologies should make life better, not disrupt it and that more should be done on the policy level to support and scale up successful initiatives. You can read more about the debate [here](#).

Mixed thoughts from bloggers on Lecture Capture

Martin Wellers’s recent blogpost on lecture capture makes for interesting reading. One of the points that he raises is the fact that students seem to like it and it reinforces lectures – even if it is not the most innovative technology around. He also makes the point that considering the tendency that technologies that link closely to university core functions are more easily adopted as borne out in his recent OOFAT report for ICDE, lecture capture is about as close as you can get to such a link. Read the full post [here](#) with accompanying references to several useful academic papers.



And while you are at it, take a look at this [recent post](#) from The University of Edinburgh’s lecture recording mini-series where Jeremy Knox (lecturer in digital education) and Yuchen Wang (research assistant on the PTAS project ‘Lecture Recording for Inclusive Education’) from Moray House School of Education, share some of their initial findings on the impact of lecture recording on the inclusivity of teaching and learning at the University.

Planet of Propaganda – new podcast series



Planet of propaganda was launched in September 2018 by the Media Education Lab and is created and hosted by Nikita Duke. This series promotes media literacy

through interviews with educators, researchers and activists from around the globe. It explores the different ways by which media literacy leaders are educating citizens about media and tackling the issue of contemporary propaganda with students and teachers in their home countries. The first season of Planet of Propaganda focuses on propaganda and media education in Europe via interviews with the European partners involved in the Mind Over Media EU project, a project co-financed by the European Commission with 7 partners from 6 EU countries, developing the Media Education Lab’s Mind over Media platform further into a multilingual tool adapted to local formal and non-formal teaching contexts. Find out more [here](#).

Film Clubs start in Belgian schools

The highly successful Film Club concept pioneered by film  director Beeban Kidron along with others in the UK has made a start now in schools in Flanders, the Dutch speaking region in Belgium. Launched by the youth film organisation JEF and the Flemish Audiovisual Fund (VAF), and in collaboration with various film organisations, De FilmClub! offers films for students of all ages. Take a look at the [website](#) (in Dutch) to see how it works.

EPALE wraps up month’s focus on media literacy for adults



EPALE is the Electronic Platform for Adult learning in Europe supported by the European Commission and in September, they took an in-depth look at Media Literacy for adults. This included several blog posts and an online discussion on 27 September. They also gathered several useful resources. Take a look at what the EPAL team and supporters collected [here](#).

Media Literacy back in the AVMSD

The European Audiovisual Media Services Directive (AVMSD) has been subject to much discussion in recent months and the good news for media literacy activists is that media literacy is now back in the directive with members states encouraged to now specifically ‘promote and take measures for the development of media literacy skills’. The European Parliament adopted the new text of this directive including this recommendation on 2 October 2018. Read the provisional revised text [here](#).



Featured Articles

The value of student generated video

by Ilse Sistermans, E-learning specialist, Maastricht University Library, The Netherlands



Ilse Sistermans

At Maastricht University (UM), a growing number of teachers appreciate the value of student generated video. They have discovered how a video can complement or serve as an alternative for an essay, test, presentation, demonstrations of a skill or experiment, and other types of assignments. Moreover, student generated videos relate to the core principles of problem based learning, as taught in Maastricht University; namely that learning should be constructive, collaborative, contextual, and self-directed.

Underpinning theory

Constructive: The process of video creation starts with research and knowledge acquisition and requires that students translate their knowledge to a different medium, activate prior knowledge, elaborate upon it and construct their own knowledge. This leads to a deeper, richer understanding and a better use of knowledge.

Collaborative: UM teachers who ask their students to create videos, often do so as a collaborative assignment for groups of three to four students. The



process of creating a video requires negotiation and collaboration, and requires that students contribute their own particular skill. Each group member may excel in a different skill: writing a script, filming, performing, presenting, drawing, editing, etc.. These interactions positively influence learning and help develop 21st century skills.

Contextual: The topic of a topic, or a skill that relates to a students' specialization, or is professionally relevant, and viewed from multiple perspectives, translates into a contextual and authentic process, and stimulates the transfer of knowledge.

Self-directed: The video creation process is a self-directed learning process, as it requires that students select a topic and a suitable format, and use their organizational skills.

Two examples

Student Generated Video Pitches

One successful example are the student generated video pitches, assigned by Nardo de Vries at the School of Business and Economics, as part of the course Entrepreneurship and Small Business Management. Students are divided into small groups of three to four students, and asked to come up with a business idea and pitch it to their classmates by means of a short two-minute video. Students then watch and rate one another's videos.

The pitched business idea most peers choose to invest in, will win the competition. In addition to the business pitch competition, tutors will grade the presented business concepts.

Student Generated Documentary

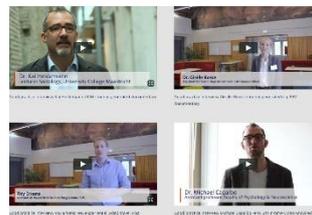
Gisèle Bosse assigns a BBC-style documentary to her Political Science master students. This video is an assignment for the Course Civil Society and European Integration, and the last assignment before students start on their thesis. Students are asked to research and analyse an EU instrument of choice from three different viewpoints: that of a politician, a scientist and an EU citizen. They should then convey their findings in a BBC-style documentary. Previously, when the medium used for the same assignment was an essay, students were not motivated; they generally just wanted to get the course over with and start on their thesis.

The video assignment successfully motivates student to put real effort into their last assignment. Moreover, it provides them with a tangible product of their learning. They can use it in their CV, professional portfolio or profile, after graduation. Finally, Dr. Bosse asserts that it enhances deep learning and 21st skill development.

Bloom taxonomy: When relating student generated video to Bloom taxonomy, it applies to the highest levels of learning, involving the application, analyses, evaluation and creation of knowledge.



Skills development: Moreover, it promotes the development of 21st century skills: digital skills, such as editing and recording; information skills, such as finding information and critical assessment; interpersonal skills, such as collaboration, leadership, communication, persuasion, and negotiation; academic skills, such as presentation skills and the ability to distinguish main and side issues.



In short, there are numerous reasons to use student generated video in an active and constructivist learning environment, such as problem based learning. If you are interested to more about read about practices by Dr. Giselle Bosse, Dr. Kai Heidemann and Nardo de Vries, go to VideUM,

the Maastricht University [video portal](#).

Editor's note: You can contact Ilse for more information at i.sistersmans@maastrichtuniversity.nl

Are we ready for the future? Media literacy – functional literacy for the 21st century

by Tijana Femic, Coordinator, Creative Drive Project, Serbia



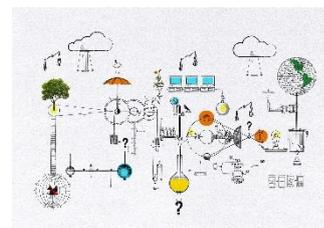
Media and information literacy represent a complex concept as well as a form of functional literacy for citizens in a democratic society. This concept emphasises the right of an individual to communicate, to express, look for, receive and impart information and ideas.

Media literacy encourages the evaluation of information and media content based on the way in which this information was created, the messages that are spread, their target group, the personal attitude of the message receiver, and their interaction with information.

Simply by asking ourselves the question: "What is the role of school in our lives?" it is clear that the word FUTURE will be an integral part of the answer, as well as "our role in society".

And that is where we come across an absurd fact. Schooling systems in many countries do not have media and information literacy integrated into their curricula but their role still remains the same - to prepare us to be functional and responsible citizens in the 21st century, the age of digitisation and information.

In addition to this, the expanded role and impact of multimedia and technology have brought many changes to the ways in which we communicate today and have influenced the way in which we work, learn and function in society.



In order to meet all the needs of new "Internet" generations, we need to adjust the means and approaches we take in education. Enhancing the media literacy of young people in schools is a key factor in forming their critical thinking and building their skills for future.

The project "Creative drive" which I am coordinating came about as a result of the 10 years' of experiences which the Novi Sad School of Journalism (NSSJ) has had in bringing media and information literacy into the schooling system in Serbia.

In recent years, NSSJ has organised accredited vocational training for teachers from both primary and elementary schools. While this training was generally agreed as providing a good start, much more was needed.



This is where “Creative Drive” comes in. Funded under the European Commission’s Civil Society and Media Programme 2016-2017 through the Delegation of the European Union to the Republic of Serbia, this 3 year project began in 2018. Its main goal is the implementation of the practice of media and information literacy into the existing systems of primary and secondary education in Serbia, as a form of a functional literacy of citizens in a democratic society in the 21st century.

The idea behind this project is to provide teachers and pupils with three years’ of mentoring and educational support through seminars, media literacy camps and access to multimedia materials which can be used in schools.



In this project we didn't treat media and literacy as a specific subject but as a creative multimedia approach which can be applied to all existing subjects. We believe in the importance of stimulating pupils to think about all the information with which they are surrounded as well as their responsibilities once they launch their messages and other material on the Internet.

In order to create more friendly, modern and interactive space for these kinds of activities in schools we have decided to include school librarians. The Strategy for Development of Education in Serbia up to 2020 highlights the importance of media and information literacy and emphasizes the role of the libraries as learning environments and resource centres for the implementation of media and information literacy.

Through different forums and seminars with librarians, we are creating new curricula for school libraries to help their transition from traditional libraries into info libraries, places where pupils can come to do all the creative work they need to do including the multimedia work that is part of a media literacy program.

Through this project, we will engage more than 30 schools and school libraries and more than 1000 teachers and librarians in next three years. You can read more about it [here](#).

Supporting the education of Croatian engineers with video

by Predrag Pale, University of Zagreb, Faculty of Electrical Engineering and Computing, Croatia



Predrag Pale

Along with the rest of my team in the University of Zagreb, I was delighted to be awarded the 2018 IEEE (Institute of Electrical and Electronic Engineers) Education Society Outstanding Chapter Leadership Award on behalf of the Croatia Chapter. This award is given to the leader of the chapter of the IEEE Education Society and recognises those who have made outstanding contributions to programmes of interest to

students and practitioners.

This award recognises the four years of activity that we have organised in my university focusing on transfer of knowledge and best practices in engineering education. Much of this activity has involved the organisation of technical meetings starting with a lecture and continuing into discussion. Between September 2014 and December 2017, we carefully selected

almost 50 presenters and helped them to prepare presentations answering fundamental questions asked by our audience of engineering students.

All these lectures were streamed on the Internet, recordings were published on YouTube and presentation material made available of the webpages of the Croatian Chapter [here](#).

The main challenge in organising, streaming, recording and publishing this series of lectures has not been technical. Along with my colleagues, Juraj Petrović and Marko Martinjak, we have drawn on two decades of research and application experience



in converting lecture captures into useful learning materials in order to make these 50 lecture captures a reality. Over this period, we have created our own lecture capture tool called LeCTO, a free online application for reproduction and rich lecture captures which you can read more about [here](#).

The true challenge of a programme such as our engineering programme lies in the organisational and social aspects. Some invited speakers do not have the feeling that they have something to share with others. This requires careful investigation of their work and results and comparison with others’ in order to make the presenter aware that they do indeed have something valuable to share.



Furthermore, lectures all too often end up as a “Here is all I know about the topic” report. The challenge is to convert what they have to share into a story that captivates the audience’s attention while answering their questions according as they pop up in their mind.

Finally, the challenge is to attract a live audience. The recording of a lecture clearly shows whether it was recorded in front of the camera only, or in front of a live audience. The dynamics and expressivity of the lecture in front of a live audience is incomparable to anything else.

However, advertising the lecture, scheduling it in at most convenient time for the potential audience and communicating it is more art than science and requires a lot of careful planning and timely activities. This would not be possible without the significant contribution of Vesna Kezdorf who took over the whole organisation, communication and dissemination from the moment the lecture was prepared with the author.

While the lecture captures currently available are predominantly in Croatian, we have plans to amend them with monthly webinars in English. These would last about 20 to 30 minutes and address both methods of teaching and leveraging of technology in teaching and learning.

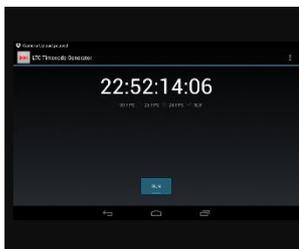
Editor’s note: The specific IEEE citation reads “For leadership in promoting important activities in the Croatia Chapter of the IEEE Education Society”. This award was presented to Dr. Pale during the annual conference, Frontiers in Education, which was held in San Jose, California, USA, October 3-6, 2018. The award includes a Commemorative Plaque, a certificate, and paid registration to the Frontiers in Education (FIE) Conference.

As well as his many other roles, Dr Pale is also a member of the board of the Media & Learning Association where his practical support and strategic leadership skills are much appreciated, congratulations Predrag!

Tools of the Trade

Free LTC Timecode Generator

by Mathy Vanbuel, ATiT, Belgium



This nifty little free Android app generates SMPTE LTC Timecode from your smartphone and outputs standard time code through the audio/headphone jack of the phone to most professional cameras or video recorders with a LTC time code input. The developer claims to have tested successfully with Sony EX3, Aja Ki-Pro,

Panasonic HPX2100, Panasonic SD93 and Panasonic AJ-D450 and users report the successful use with DVcam and Black Magic HDD recorders. This app makes it easy to jam sync video recordings to a smart phone.

The fully functional free version generates 24fps, 25fps, and 30fps Non Drop Frame timecode, but only locked to time of day. For other frame rates, including 29.97 (NDF or DF) and 23.976, you will need to upgrade to the paid version which costs 19,99 Euros. This paid version also has the option to start timecode at a customised time instead of time of day. To jam sync recorders and cameras with a PC, use Tentacle Sync or similar hardware solutions. Free for Android [here](#). MovieSlate and Clockit provide similar functionality for iOS.

Media & Learning Association News

Board meets to discuss plans for 2018-2019

The Board of the Media & Learning Association met on 24 September to discuss plans for 2018 and 2019 and to review the association's involvement in several ongoing activities. Plans for the coming year include the joint organisation of the one day practice oriented event on propaganda, disinformation and fake news with the Evens Foundation and the ongoing involvement of the association in both the Teach-D and Entrance to Future Education European projects.

The board also discussed the organisation of the 2019 Media & Learning Conference which will take place in Leuven in June 2019 in collaboration with KU Leuven. The 2019 edition of the annual MEDEA Awards is also about to be re-launched. New board member Tom Visscher from Inholland University of Applied Science in the Netherlands was welcomed to the board and a recruitment drive for new association members will be launched in October once the dates for the 2019 conference have been confirmed.



Resources of the Month

Recently added resources in the Media & Learning Resources Database:

- [10 facts about Learning Analytics](#) each with loads of additional resources and reading materials.
- [Code Week 2018](#) - all you need to get your school involved in this year's series of events and activities
- [MIT K12 videos](#) aimed at supporting STEM-literacy and opening the door to MIT and the STEM world

Awards Schemes & Events

AMH meets in Karlsruhe, 7-9 October

The German Association of Media Centers at Universities (AMH) Annual Meeting will take place this year from 07-09 October at the Karlsruhe Institute of Technology (KIT) - Media Center. Further information about the programme and registration can be found (in German) on the AMH [website](#).



EADTU Conference in Aarhus, 10-12 October



EADTU are organising their annual Online, Open and Flexible Higher Education Conference this week in Aarhus, Denmark. Check out the programme and follow the conference online via the conference [website](#).

Fight Disinformation with Media Literacy 13 November, Brussels

This one day event organised jointly by Evens Foundation and the Media & Learning Association takes place in the Centre for Fine Arts BOZAR in Brussels. It includes workshops aimed at educators and teachers working not only in formal education, but also in informal settings including youth clubs and libraries. You can find out more and register [here](#).



Anstia launches first Film Festival



This year ANSTIA, the National Association of ICT and Audiovisual Services of Higher Education in France, is organising its first Film Festival. Distribution of the award-winning films and the award ceremony will take place during the next ANSTIA days in December 2018. This competition will put a spotlight on

films that feature innovative pedagogical activities and productions. Find out more (in French) [here](#).

Media Education Conference 24-26 April, Lapland

The Media Education Conference (MEC) invites participants to exchange ideas and information dealing with media education, educational use of ICTs and learning environments. MEC is organised by the Centre for Media Pedagogy at the University of Lapland, Finland. The theme of MEC 2019 is "On the Top". Check the conference [website](#) for details of programme, keynotes, paper submission and registration.



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