

Media & Learning News

New elearningeuropa.info portal includes video channel

The eLearning Europa website has always been a very useful location for anyone interested in finding out about e-learning activities in different European countries as well as projects and initiatives that operate across borders. The team behind eLearning Europa recently launched a new [portal](#), which is designed to become the European reference portal on education and technology. The new platform is the result of a year's work of careful planning and design and has a focus on developing the technological solution most suited to user requests and aimed to facilitate a better flow of ideas and interaction. It also includes its own [TV channel](#) which is a growing source of high quality videos about education and ICT.



Video training course in Leuven from 4-9 July



10 teachers and trainers from Ireland, Romania, Spain and Italy took part in the latest week long course on creating and using video for teaching and learning on 4-9 July. This hands-on course was held in the Leuven Institute for Ireland in Europe in Belgium and is supported under the Comenius and Grundtvig Programmes of

the European Commission. During their week long experience, participants worked in teams to produce educational video clips related to the city of Leuven which were then presented to a group of invited guests. Find out more [here](#).

Knowledge Pills: efficient learning and knowledge sharing for SMEs using video

The EU economy is in crisis, which is causing serious financial problems and bankrupting many European companies. A very difficult market and a lack of finances and resources makes for an especially demanding environment for SMEs. In practical terms this means that many SMEs are not providing training for their employees. The European team of partners involved in the Knowledge Pills Methodology (KPM) project are proposing KPM as one efficient remedy for SMEs facing this difficulty. KPM uses Knowledge Pills, dedicated, short instructional videos prepared for specific SMEs to help them support certain activities in the workplace. KPM and examples of KPs are available on the [project website](#).



Level of videoconferencing set to rise



Marci Powell

During the [EDEN conference](#) held recently in Dublin, Marci Powell from Polycom made reference to recent US studies which predict a significant rise in the level of videoconferencing we encounter in our daily lives. Marci quoted Wainhouse researchers who recently predicted a growth rate of 28% in telepresence and video use for communication via computer in 2011. She also quoted Gartner who recently said that telepresence will replace

2.1 million airlines seats by 2012. Gartner also forecasts that by 2015, 200 million workers globally will run corporate video conferencing from their desktops.

ImREAL & MIRROR organise workshop about collaborative reflection

A one day workshop aimed at helping practitioners shape a meaningful learning scenario around a simulation is being organised during the [EC-TEL 2011](#) conference being held in Palermo (Italy), from 20 to 23 September. This workshop will help participants learn how to augment simulated content in order to make sure it realistically maps changing and complex real-world environments. This workshop is being organised jointly by the European Commission supported projects [MIRROR](#) dealing with "reflective learning at the workplace" and [ImREAL](#) dealing with "Immersive Reflective Experience-based Adaptive Learning". Find out more from the [workshop website](#).



Warsaw workshop on webinars

Fundacja Obserwatorium Zarządzania (The Management Observatory Foundation) in Poland are organising a two day workshop on 28-29 July in Warsaw on the topic of webinars as part of the MEDEA2020 project. Entitled "Webinar as a new media use example" this workshop is aimed at representatives of SMEs who don't have highly developed multimedia departments but who still need practical solutions for their companies which may be implemented "right away". Taking part in this workshop will be the team at CareersBox, and MEDEA 2020 partners from Belgium and Ireland. Find out [more](#).

Value of panoramic video explained at DIVERSE Conference

During his recent keynote at the DIVERSE conference held in Dublin, Prof Roy Pea, Director of H-STAR Institute Stanford University, USA, shared his experience of using panoramic video in teacher education. He referred in particular to [Teachscape Reflect](#) which provides



Prof Roy Pea



©Teachscape Reflect

educators with a next generation system that integrates 360-degree, panoramic video and online collaboration tools with research-based frameworks. It also provides a platform for scalable, systematic, and consistent evaluations.

AVATAR project makes teaching resources available

[AVATAR](#) is a European project which aims to enhance the quality of teaching and education in secondary schools through learning and co-creation in innovative virtual worlds which the partners describe as v-learning. They argue that v-learning promotes learning-by-doing which stimulates different learning styles and increases the level of student engagement in different subject matters. Outcomes currently available include video interviews with secondary school teachers, educators, project managers and experts on virtual world teaching and learning, a report on the most effective virtual world for teachers and a collection of resources, best practices and methods for teaching in virtual environments.



AVATAR Virtual World, Lesson

Khan Academy founder on TED

Visit [TED](#) to hear Salman Khan talk about how and why he created Khan Academy, a carefully structured series of educational videos offering complete curricula in maths and now also in other subjects. During this presentation, recorded in March 2011, Salman shows the power of interactive exercises and calls for teachers to consider flipping the traditional classroom script: give students video lectures to watch at home, and do your "homework" in the classroom with the teacher available to help.



Featured Articles

Educational TV worldwide - international TV professionals' experiences and opinions

By Dr Elke Schlote, Project manager IZI, Germany

Are there new global trends in educational TV? How can TV programmes help build an environment for "lifelong learning" in our emerging "globalised knowledge societies"? - TV professionals from 26 broadcasters in 20 countries shared their opinions on educational TV in a qualitative study conducted by the Germany-based [International Central Institute for Youth and Educational TV](#) (IZI).



Dr Elke Schlote

The TV professionals' statements first and foremost reflect their diverse work environments and highlight special educational needs in their countries. Some broadcasters - in Africa and Asia, but also in Europe - try to balance the shortfall of their educational systems, and produce educational TV programmes targeted at children or young adults, while other countries, especially those with a strong background in public broadcasting like Japan or Great Britain, have access to a wide variety of educational programmes for different audiences. Some formats aim at popularising science in main channels, others, geared towards certain audience segments like preschoolers or senior citizens, support lifelong learning, usually in thematic channels.



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A global trend is to make educational programmes accessible in media archives and online platforms, allowing for individualized access independent from broadcasting schedules. Many professionals mentioned that their stations pursue cross-media approaches: "General offers on TV (triggering inspiration) - specialized, detailed content via

WWW" (TV professional from Austria). Interactive features that allow viewers to participate in shaping educational content currently only play a minor role, but will grow stronger. User interactivity as well as user-generated content across different media platforms is supposed to support individual educational processes but might also strengthen civic empowerment.

However, most professionals from both public and private broadcasters agreed, "TV is not school" (channel executive from Brazil). All kinds of TV programmes that display information and content capable of having an educational impact were termed "educational". While the top three topics of educational TV worldwide (political education/history, environment/animals, social sciences) reflects indeed part of the formal school curriculum, TV professionals feel that it is important to communicate "orientational knowledge": "We can be educational every time we are helping people to improve their lives"

(programme manager from Brazil). Many topics were mentioned, such as "occupational orientation for young people", "life skills", "parenting", and "passing on values". However, educational TV should not be limited to the transmission of knowledge: "I'd also include programmes which engage the viewers' emotions and which serve a motivational purpose" (editor of a German public station).

Rank	Topic area	Mentions
1	Political education, History, Geography	17
2	Environment/nature, animals	15
3	Social science topics	11
4	Sciences	8
4	Music, Art	8
4	Health/Medicine	8
4	»Oriental knowledge«	8
5	Religion, Philosophy	7
5	Media/IT, Economics	7
6	Languages, Literacy	4

Table 1: Most common topic areas of educational programmes worldwide

Most of our respondents worked for public broadcasters. Their statements hinted at a contradiction: although it is the public broadcasters' programme mandate to "inform and educate" (as stated in the BBC Charter, for example), in practice, educational TV is thought to be of marginal importance to most broadcasting stations, in terms of funding, programme planning and time slots for broadcasting. In the case of private broadcasters, only a few offer educational programming at all. However, some foresee new emerging markets, as "the demand of viewers for entertaining educational offers is growing" (representative of a German commercial station).

You can download the 8-page executive summary of the international study on educational TV [here](#).

eduSensus - The role of multimedia in supporting Early & Special Needs Education

By Jola Galecka, Young Digital Planet

If you talk to teachers nowadays and ask them how they perceive their students, they will – most likely – tell you that the level of children's development has decreased. That the number of students and the diversification of the class make the teaching process very hard, almost impossible. Also the number of children with disorders seems to be growing and there are more and more children classified as having Special Needs.



Jola Galecka

So what seems to be wrong?

We are educating our children too late or not adequately and sufficiently enough. Children have an amazing potential and the earlier we start the bigger the potential. But I am not talking about teaching children to read and write when they are 2 years old. Quite the opposite – I am talking about an overall enhancement of all the developmental skills, adjusted to the pace of individual path of a particular child. The way [eduSensus](#) has been prepared.

Because Special Needs can – in many cases – be prevented if we start the education process early enough and stimulate all the areas of a child's development. And that's where multimedia comes in very handy.

Children learn by watching, listening, babbling, imitating, analysing, playing, repeating, trying and interacting with the world and manipulating it. They should be allowed to follow that path at their own pace but they should also be guided properly and provided with necessary tools. The child is ready to accumulate, associate and transform the inputs it receives from the world.



Taking this into account it is essential that the resources provided for the children include as many stimulations as there are in the real world. The only way to provide it is by including multimedia such as videos, animations, photos and sounds. The real world is not still but neither is it just a movie. Everything is combined in the child's

natural surroundings: pictures, sounds, movements but above all the possibility to interact with what they see or hear. Children should not be allowed to just sit and watch, they need to interact with what they see and they need to be able to hear sounds in their natural surroundings. The animations and photos should provide a straightforward chance for the children to focus on the topic and the aim of the activity (being speech development for example) rather than guessing what the pictures represent. Multimedia in [eduSensus](#) provides the most natural and comprehensive, individualised but guided path of development. It also allows the necessary engagement and fun that will increase the child's natural curiosity.



Almost 20 years of experience have given Young Digital Planet the necessary knowledge to prepare the perfect tool. Thanks to multimedia, [eduSensus](#) stimulates all types of intelligence: children can watch, engage, converse, listen, imitate, create, think, solve problems and have fun while reinforcing their skills and sharpening their senses.



With [eduSensus](#) the education process is fun and provides endless opportunities for repetition. The impact of the product goes well beyond the computer world as it contains hundreds of printable materials, videos with physical exercises to be followed, musical activities to be performed, recitation and even sign language. It is a different approach to education, one that takes the individuality of each child and their natural surroundings into account.

Find out more [here](#).

European Video Competition: Sustainable Energy and Digital Video

By Luis Lizama, CECE, Spain

In June the winners of the first "My School and Sustainable Energy" European Video Competition, which falls under the activities of the Yourvid Save Energy (YSE) project, were announced.

The [Yourvid Save Energy project](#) is all about finding innovative teaching and learning methods on the topic of "saving energy and raising understanding of the need for sustainable energy in schools and society" through a new didactical approach based on Web 2.0 (social networks).



Luis Lizama



One of the project's outputs is the annual edition of this European Competition, which is part-financed by European Commission and is part of the [Sustainable Energy European Campaign](#) (2009-2011), which involves CECE (Spanish Confederation of Centers for Teaching), the coordinator, as an educational partner.

The other partners in the competition are Ave Maria Schools (SP), CSVM (IT), EEN (IT), UoC (GR), Kolping (DE), Marijampole (LT) and Europartners 2000 (BG), and the initiative is devoted to training, education, raising awareness, and showing sustainable actions developed in the school and local environments, as well as to promoting citizen involvement in using sustainable energy. It aims to encourage a critical attitude on the part of the students towards different situations in everyday life, as well as developing positive and creative responses aimed at solving inefficiencies found in the use of energy.

Participants in the competition come from public or private education centers in the European Union. The videos that were submitted were between 1 to 3 minutes in length, included a narration in English and with subtitles in the local language, and were each related to the topic of sustainability and the urban environment in the local area. The most popular topics among the many entries were "Saving energy through renewable energy" and "Climate change".



Each country had a 3-member jury composed of an expert on digital video, an expert on sustainable energy and a teacher, and the judges were very pleased about the excellent contents overall. Winners were each given one notebook per participant in the 4 categories of the competition: students of 10 to 12 years, 13 to 16 years, 17 to 18 years, and teachers.

All submitted videos are published on a [YouTube channel](#), with different playlists per country, and you can view the competition winners [here](#). For those interested in participating too, the competition will be organised again in 2012.

MEDEA Awards at the DIVERSE 2011 Conference in Dublin



The 11th DIVERSE International Conference took place in Dublin, Ireland from 28 to 30 June 2011 and attracted about 140 people from all over the world including the US and Australia. Taking place in the Helix, the centre for visual and performing arts in Dublin City University (DCU) the conference attracted researchers and practitioners interested in the use of visual media in teaching, learning and creative inquiry. The conference framework under the able directorship of Yvonne Crotty, from the School of Education Studies combined internationally known keynote speakers, parallel sessions and workshops along with a really exciting social programme featuring Irish music and dance. The main conference theme was Creativity - Enhancing Our Vision of the Future.

Several keynote presentations really enhanced the programme, including those given by Michael Wesch, Associate Professor of Cultural Anthropology and Digital Ethnography at Kansas State University, Ciaran McCormack, Creative Director of the FÍS (Film in Schools) Project, Roy Pea, professor of learning sciences in the School of Education at Stanford University and Brigid Barron, assistant professor in the School of Education at Stanford University. For an overview of some of the topics highlighted by DIVERSE keynotes, read this short [report](#) by Sally Reynolds. Follow up articles on several of their presentations will follow in the months to come.

On Thursday 30 June, Sally Reynolds (ATiT, Belgium) and Deborah Arnold (Vidéoscop - Université Nancy 2, France) led a presentation and debate entitled "Sound! Light! Action! Learning? Experiences from the annual MEDEA Awards". About 60 people took part in this session which included a presentation of extracts and samples from finalists and winners of the 2008, 2009 and 2010



competitions. Session participants then took part in a highly interactive exercise where they became judges themselves and viewed and then assessed a possible MEDEA Awards entry along with some existing MEDEA judges. This led to a really interesting discussion about pedagogical and other values of educational media highlighting the importance of context and the considerable variety of opinion as to what constitutes excellence that exists even amongst people who work in the domain of educational media. During the DIVERSE Conference, Deborah Arnold was also interviewed by the conference's TV crew about the MEDEA Awards and the recording of this interview will be available on the [DIVERSE website](#) shortly.

Top resources

In this section we occasionally feature resources publically available from the recently launched [Media & Learning Resources database](#).

- [Learning Technology on Scoop.it](#): a very interesting collection of highly relevant articles about media and learning from around the web, curated by Nik Peachey. 
- [Unlocking the Archives](#): combining three of UK's most prestigious collections with documents from The National Archives, films from the British Film Institute and photographs from English Heritage. 
- [Khan Academy](#): a not-for-profit organisation providing a free extensive online library of 2,100 videos covering K-12 math, science topics such as biology, chemistry, and physics and even more. 
- [KQED Education Network](#): the educational division of a public television station in USA with media resources for teachers and students, including interesting digital storytelling materials. 
- [Twig](#): comprehensive set of brand new 3 minute films, combining rigorous research with stunning visuals to support inspirational science teaching in the classroom or at home. 

MEDEA News

MEDEA Awards & Media & Learning Conference getting social

Now you also have the chance to connect with the wider community around the Media & Learning Conference and the MEDEA Awards on your favourite social networks! On LinkedIn you can visit the [Media & Learning Conference event](#) and [Media & Learning group](#), as well as on [Twitter](#) and [Facebook](#). The MEDEA Awards organisation also warmly welcomes supporters, participants and judges to come say hi via [Twitter](#) and [Facebook](#), too!



MEDEA Awards at the EDEN conference

This year's [EDEN conference](#) which took place in UCD in Dublin from 19 to 22 June attracted over 450 participants and provided a really good opportunity to promote the MEDEA Awards and to extend the MEDEA community to an ever-widening circle of researchers, practitioners and policy makers. Philip



Penny from IADT who was responsible for the IADT conference stand made sure that everyone who took part was made aware of the awards scheme. Deborah Arnold (Vidéoscop - Université Nancy 2, France) and Sally Reynolds (ATIT, Belgium) gave a presentation during the conference which included a showcase of previous award winners.

Related Awards Schemes & Events

Winners of Best Children's Online Content Competition Announced

The European Commission, together with Safer Internet Centres from 14 countries, organised the Best Children's Online Content Competition to encourage the creation of quality content and to highlight the existing potential for kids online. The call was open to young people and adults, NGOs, public and commercial organisations and after receiving 780 projects and announcing the winners of 14 national competitions, the national winners competed for the European award, which was presented during the [Digital Agenda Assembly](#) and in total, three winners in each of the two categories (young people and adults) received awards from Neelie Kroes, European Commission Vice-President. The winners came from Belgium, Germany, the Netherlands and Poland. You can read the online [press release](#).



International Media Festival and Workshops for Children and Youth in Nairobi

Lola Kenya Screen organises its 6th media festival for children and youth in eastern Africa, taking from 8 to 13 August 2011 in Kenya. It aims to improve children's media literacy and production skills, and raise awareness about topics such as literacy, gender equity and human rights. Its activities include a monthly film forum, a mobile cinema and several skill-development mentorship programmes in film production, film jury and event organisation. To find out more, visit the [website](#).



International Student Media Awards



The International Student Media Festival (ISMF) honours students who are successfully harnessing the power of media production. ISMF encourages educators and youth leaders to incorporate media production into educational experiences; to look to media production as a way – beyond paper and pencil – for students to communicate what they are learning.

Winners of this year's competition will be announced at the festival which takes place in Jacksonville Florida, USA from 10-12 November. Find out more from the awards [site](#).

Contact information

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