

Media & Learning News

European Film Gateway site launched

The European Film Gateway (EFG) provides access to European film heritage. The beta version of the [EFG site](#) has just been released and provides access to historic archival material held in 16 European film archives and cinémathèques. You can find selected films (documentaries, newsreels, advertising, early short and feature films) and a wide variety of film related material (e.g. still and set photos, posters, set design drawings, censorship and film production documents, lantern magica slides and much more). The database will grow with archives adding new material regularly.



Prepare for Success - multimedia-based resource supporting student mobility



[Prepare for Success](#) is a free learning tool for international students preparing for study in the UK. A menu of multimedia learning resources offers learning activities centred on video and audio

materials featuring students and UK tutors talking about life and study in the UK. This educational project, a UK government-funded initiative supported by the UK Council for International Student Affairs (UKCISA), was undertaken by [eLanguages](#) at the University of Southampton. Since its launch, Prepare for Success has attracted students from 211 countries, 350,000 visits, and is being used in over 150 institutions worldwide.

Next edition of eLearning Papers on Learning and Social Networking

The next issue of the popular eLearning Papers series will be devoted to social networking and the editors are currently [looking for submissions](#). The guest editor for this issue is Teemu Leinonen from the Learning Environments research group, Media Lab, Department of Media, Aalto University School of Art and Design. Publication is foreseen in October 2011 and the deadline for submissions is September 09, 2011.



ICT supporting music education



Netsounds is a European network project promoting the use of digital technologies and social networking tools in music education. This network is creating a public database of good practice in music education through ICT and online learning, to support and encourage teachers,

educational institutions, educational software/music providers as well as organising seminars on ICT use in music education. The partners involved are also exploring the future of web-based music education. Find out more from the [Netsounds website](#).

End of AthenaWeb.org announced

The popular science video channel [AthenaWeb.org](#) has recently announced that it has shut down its operations from 31 July. The reason given by Kathleen van Damme of AthenaWeb for its closure is the cancellation of funding by the European Commission. AthenaWeb provided a very useful service for all those who produced films of a scientific nature in Europe. For users, journalists, producers, documentary makers, scientific explainers, students and science fans it was a reference site with reliable information and documentaries, providing precise facts on all aspects of European research. It is not yet clear what will happen with the resources held in AthenaWeb.



Web 2.0 learning community for teachers



Teachers planning to implement Web 2.0 elements in their classes often look for inspiration and opportunities to

exchange their experience with other teachers as well as easy access to information about tools. The Te@ch.us service has been set up to address these needs and provides an online community platform where teachers can find inspiration in the practices of others, basic information about Web 2.0, and many links to resources, related projects and other communities for advanced learning. The Te@ch.us project team have also set up a series of webinars, find out more from the [project website](#) or contact the project coordinator Simon Heid (simon.heid@fim.uni-erlangen.de).

Language teaching resources made available

The [LeTS portal](#) aims to promote e-learning and online resources to teachers of foreign languages. Improved in the framework of the LeTS GO project, the portal includes a training package containing 4 online courses for language teachers about the effective use of new technologies in language teaching, and a database of products with more than 800 online language teaching and learning resources in 18 different European languages (and evaluated by language teachers based in 8 European countries). The portal also contains a database of more than 300 language teacher experiences, as well as a tools section with, for example, an interactive questionnaire to evaluate e-learning resources and a collection of online resources that are useful when creating e-learning materials.



Featured Articles

Producing video for teaching and learning - Is there a best way to produce educational video?

By Dr Michael O'Donoghue, Teaching Learning and Assessment Group, School of Education, University of Manchester, UK

This question has been at the centre of a study which I carried out for the University of Manchester. The origins of this work stem from my own experience in video and broadcast production and from my observations and discussion with teachers and lecturers who have access to video camera equipment and editing software and who plan to or have started to create video resources for their own courses and students.



Dr Michael O'Donoghue

A number of colleagues told me about their initial attempts to create video material for their classes and were either not sure where to begin the process or how to improve on their initial efforts. In general two kinds of issues were reported, those of a technical nature, and those where the video created fell short of achieving the intended learning objectives. There are plenty of books and online resources available to help with many aspects of video production, but it is difficult to know where to start when you are new to the area.

In order to assist colleagues in their predicament, I have adopted two complimentary approaches. I have been through a good deal of academic literature and tried to distil this into a developmental framework which focuses on the teaching and learning aspects of a planned educational video, and I have also interviewed broadcast and production professionals associated with factual or educational programme making in order to see how they approach their work. The professionals I have interviewed for this work include Discovery Network's Elizabeth McIntyre, historian and film maker Michael Wood, and former BBC controller and naturalist Sir David Attenborough. So what kind of ideas emerge from this study that are of value to teachers and lecturers who have an interest in creating their own video resources?

The literature is very useful in helping to make distinctions - are you creating television or video, for example? Is the learning experience to be gained from the video content or from the video production activities? The framework includes points made by former head of media research at the Open University UK, Tony Bates, who makes the distinction between video which is 'educational' and that which is 'educative', the latter being the kind of learning that may arrive from watching the television news or a game show and which may be informal or incidental. These points are complimented by the views and reported experiences of broadcast professionals. Michael Wood, for example, says 'the interesting thing about TV is it can - sort of - enter the academic discourse. It rarely does because it's never the function of TV to

do that', a point which complements the academic literature and allows the educational or factual video producer to begin to locate their own work in terms of use and purpose.

A number of articles are underway which show the development and structure of this educational video production framework and which draw on the interview data; these are due for publication later this year. In the mean time, those interested in perusing some of the ideas underpinning the framework can explore resources on my [web pages](#) and course [materials](#).

Find out more about Michael's work during his presentation at the Media & Learning Conference taking place on 24-25 November or contact Michael directly via [email](#).

Dutch policy on media literacy and digital skills

By Sally Reynolds, ATIT, Belgium



Sally Reynolds

Writing in the IRIS plus newsletter recently, Freek Ingen Housz from the Ministry of Education in the Netherlands described how the Dutch educational system is tackling the topic of media literacy. He traces the history of how media literacy has evolved in Dutch education in line with the overall ICT and social media evolution and describes some of the many programmes and initiatives that have had an influence on this evolution over the years. The current media literacy programme is centred within the [mediawijzer.net](#) initiative launched in 2006. In the Netherlands, media literacy is considered not just in traditional literacy terms - i.e. the skills to use media - but also comprises media creation and active participation in civil society, hence the use of the term 'mediawijsheid' which literally means 'media wisdom'.

Mediawijzer.net was launched formally in 2008 and is a network organisation which initially brought together partners with their own expertise in media education and media creation, namely the founders of the national digital



skills programme, the union of Dutch public libraries, one of the national public broadcasting services, the public ICT organisation for primary, secondary and vocational education and the Dutch national archive which preserves audiovisual heritage. The network now comprises more than 450 partners which include media outlets, youth organisations, and media production companies. Mediawijzer.net organises public campaigns, runs seminars and supports research amongst their many activities.

The Mediawijzer.net programme currently engages in three different action lines that result in the following activities:

1. Media skills and media awareness - this programme of activities addresses four different aspects: ICT proficiency and

knowledge of audio and video production, information literacy and communication skills, media literacy (i.e. awareness of the role of media in society) and finally safe Internet use.

2. Promoting participation: this line of action aims to promote individual participation in a media environment and deals with three aspects. The first is the promotion of participation in a media environment, the second is in empowerment, strengthening the media skills of citizens in general, and the third focus is on the fact that participation in media often raises copyright issues thereby raising awareness as to how best intellectual property rights (IPR) can be respected.

3. Innovation - in this line of action, the emphasis is upon changing citizens from 'consumers' to 'prosumers' actively contributing their own media-based content to the media landscape.

Many existing Mediawijzer.net initiatives and programmes are focused on the development of media skills and literacy amongst adolescents, children, parents and teachers as well as embedding media literacy in the education system at primary and secondary level. Mediawijzer.net is also anxious to stimulate more extensive research into media literacy particularly including long-term comparisons of the developments of skills, the grasping of opportunities and the handling of media risks in the Netherlands and other countries.

According to the Mediawijzer.net four-year business plan for 2011-2014, the network will explore societal requirements and the type of activities to be developed in response as well as continuing to give support to existing and new initiatives promoting media literacy. Furthermore the broadening of the Mediawijzer.net network towards the cultural sector is also envisaged as a necessary catalyst for media literacy, as a way to extend the network within the media industry itself.

[Read the complete article.](#)

Connecting those using Geo-media and Geoinformation in Schools

By Karl Donert, President, EUROGEO

In 1998, Al Gore presented a vision of "Digital Earth" as a multi-resolution, 3D representation of the planet used to make sense of vast amounts of geo-referenced information on the physical/social environment. Internet developments now make this vision a reality through the development of geographic (location-based) media, also known as geo-media. Geo-media is now used by hundreds of millions of people worldwide who regularly access and interact with powerful tools, like interactive maps, virtual globes and geo-portals, crowdsourcing and mobile applications. Connecting geo-visualisation tools to social networking means that Digital Earth



Karl Donert

has rapidly become a highly influential, authoritative form of media construction, helping develop a much more informed, participatory, geoinformation society.

Despite the proliferation of geographic media applications in professional and everyday life, geo-media is not used at all in most schools, even though geoinformation is mentioned in many national curricula. A 2011 state-of-the-art survey confirms that teacher training does not address the issue: most teachers do not have the digital competences needed, nor are they aware of the opportunities geo-media offers. An appreciation of the value of geo-media has reached few classrooms, despite the fact that it offers the potential to connect school subjects, offering learning in interdisciplinary contexts.

As there are isolated pockets of intense geo-media activity in many European countries, the issue of how to connect those making advances in the field to share ideas, progress and resources; needed to be addressed. So the inspiration to establish a [European Digital Earth network](#) for school education and teacher training was born, positioned within the European Commission educational priority 'the development of digital learning environments for the acquisition of key competences'.

The digital-earth.eu Comenius Network now connects more than 65 organisations where geo-media is being used in school education. It aims to share and promote the innovation and best practice in the utilisation of geo-media as a [digitalearth.eu](#) digital learning environment in school learning and teaching education, by establishing means and methods for participants to share their experiences, products and expertise. The network is coordinated by Paris Lodron University Salzburg, Austria.



Digital-earth.eu has four special interest groups (SIGs) themed on teacher education, pedagogies, curriculum and resources. They are the heart of the network, tasked to examine issues and create guidance that can be offered to others. In order to do this, they will:

- identify methods and approaches to teaching and learning with geo-media
- promote digital educational content, data, tools and technologies through an accredited network of expert centres across Europe
- collect, validate and widely disseminate the use of digital resources
- establish an infrastructure that will encourage teachers to use digital technology and resources creatively

At its first full meeting in July 2011, the network published its first book *Learning with GeoInformation VI; Implementing Digital Earth in education* (Wichman Verlag), which explores some of the characteristics and education potential of Digital Earth by examining different countries and contexts. This marked the first

step to building a network of teachers and teacher educators who are working in the field, building partnerships and opportunities for further collaboration.

During this meeting I said: "The geospatial revolution has opened the potential of Digital Earth to all areas of our society. Why shouldn't it be widely used in education? The proliferation of mobile apps and online mapping tools allow us all to participate in visualising our world. I'm delighted to be able to collaborate with leading experts from across Europe and beyond to create advice and guidance for teachers, educators and politicians about using this state of the art technology. I hope it will inspire teachers and educators across Europe to access and use geo-media to explore the world from their classrooms."

All aspects of life are touched by geo-media. Its educational uses meet the needs of citizens and valuable lifelong learning skills can be enhanced by its use. By creating a hub of activity, the digitearth.eu Comenius Network will bring increased European visibility to the importance of geo-media in learning and teaching and provide the infrastructure and standing necessary to enable greater awareness raising to those in the 'education industry'.

You can keep in touch with the digital-earth.eu Comenius Network [here](#) and [here](#) and, on Twitter @digitearth.eu, as a page on Facebook and a group on LinkedIn. Contact office@digitearth.eu if you would like to join the network or find out more.

MEDEA News

Successful MEDEA2020 workshop in Poland

The second 2011 [MEDEA2020 workshop](#) entitled 'Webinar as a new Media Use Example' took place 28-29 July in Warsaw and was organised by MEDEA202 partner Fundacja Obserwatorium



Zarządzania (FOZ). It was managed by Anna Jaruga and was led by Piotr Maczuga and Krzysztof Zielinski. It included input from Nick Newman from CareersInfo, UK, Deborah Arnold, Université Nancy 2 - Vidéoscop, France and Mathy Vanbuel, ATiT, Belgium. During the workshop, participants were introduced to how webinars can best be used to support training by including a review of best practices. Afterwards, the participants took part in practical hands-on sessions using Adobe Connect where they learned how to prepare and deliver successful webinars. About 30 people took part, coming from a variety of different education and training backgrounds.

Media & Learning Conference programme

The first plenary speakers for the Media & Learning Conference taking place on 24-25 November have been announced. They include Pascal Smet, Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs in Belgium; Nikos Theodosakis,



Advocate for Meaningful Learning, OliveUs Education Initiative Society, Canada; Pere Arcas, Head of educational projects, Catalanian Television (TVC), Spain; Prof Richard Harper, Principal Researcher at Microsoft Research and Co-Manager of the Socio-Digital Systems group and Dr Conor Galvin, School of Education, UCD, Ireland. The conference team are working on the complete programme which will be published on the [conference website](#) by the end of August. Registration is now open and includes an opportunity to [register for free](#).

Related Awards Schemes & Events

TrueTube and Moviestorm schools video competition



TrueTube, the award-winning educational video website and charity, has teamed up with Moviestorm, the 3D animated movie-making software for schools, to launch a competition for schools themed around the important social issue – prejudice. Entrants are asked to create a movie around this subject using Moviestorm's software. The competition is aimed at Key Stage 3 and 4 students and Moviestorm has also launched an ebook for the competition as a step-by-step guide to creating a professional-looking video to assist entrants with the creation of their projects. It will also help teachers plan the process of integrating the movie-making into lessons. Entrants must upload their movies on the [TrueTube website](#) before October 21st.

Next EdReNe meeting in France

The [Educational Repositories Network](#) (EdReNe) is a unique forum that brings together many of those organising educational repositories in Europe, a considerable number of which now contain sizable video resources. EdReNe brings together these web-based repositories of learning resources with content owners and other stakeholders within education in order to share, develop and document strategies, experiences, practices, solutions, advice, procedures etc. on the organisation, structuring and functionality of repositories. The 7th strategic seminar of the EdReNe network of educational repositories will be held 26 - 27 October 2011, in Chasseneuil-du-Poitou, France.



Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact:

Nikki Cortoos, Media & Learning Conference 2011 Secretariat
Address: ATiT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium
Tel: +32 16 284 040, Fax: +32 16 223 743
E-mail: news@media-and-learning.eu
Website: <http://news.media-and-learning.eu>