

### Media & Learning News

#### Future Classroom Lab Opens in Brussels

The future of teaching and learning with innovative use of ICT was at the heart of discussions during the recent official opening of the Future Classroom Lab in Brussels. This lab has been created by European Schoolnet with its supporting 30 ministries and industry partners to help visualise how conventional classrooms and other learning spaces can be easily reorganised to support changing styles of teaching and learning. The Future Classroom Lab is currently developing a programme of workshops, seminars and courses that will become available later this year. Read more on the [Future Classroom Lab website](#).



#### Cameras Roll on Collaborative Video Learning Project in the UK

Members of the Charity Learning Consortium in the UK are busy filming for a huge [collaborative video learning project](#). All members have been offered a free flip camera to create short pieces of video learning to share with other members of the community. CLC members have enthusiastically embraced this collaborative video learning project after 200 Flip Cameras were given to them by Cisco through a partnership with the Charity Technology Exchange (CTXchange). The cameras are being shared amongst the more than 100 charities that are members of the CLC. Each member of the Consortium has been challenged to produce three short pieces of video learning for the massive group venture. The videos will ultimately be posted on a special YouTube channel.

#### Educational Mashup Workshop in Italy

[DSchola Association](#) in collaboration with [CSP](#), [Centro Nexa](#) and [Wikimedia](#), are organising a EduMashup workshop on February 9th in Turin. This [workshop](#) will present good practices from schools on how to creatively enhance learning processes by way of using the knowledge sharing potentials of the web through Creative Commons licence and Wikipedia while developing pupils' and teachers e-skills. The [Public Domain Day](#) initiative will also be presented and speakers will reflect on how the web is transforming knowledge production, transfer and sharing. EduMashup is also promoted within the [Eskill week 2012](#) which is an initiative of the European Commission, DG Enterprise & Industry. DSchola is an association which fosters ICT use at school, with a focus on how to use technologies to support pupils with disabilities.



#### EUscreen adds Television History to Europeana

Almost 15,000 video programmes, documents and photographs covering 60 years of television in EU member states are now available on [Europeana](#) through the EUscreen project. By the end of the year, the project will contribute over 30,000 digital items to Europeana, making television history more accessible to all. Indicated by the search request logs on Europeana – information on users' search behaviour - there's a great need for and an interest in the video content on the site. EUscreen's content, coming from the leading archives from 19 countries, will greatly enhance Europeana's video collections for users to explore. The content is also available on EUscreen's [portal](#). Launched in October 2011, the portal offers a unique view into the history of European television, and will add tools for educational, research and leisurely pursuits in the course of 2012.



#### Results of Video Contest on Diversity in Europe

Take a look at the entries to a video contest on Diversity in Europe organised by the European Parliament. All entries are published on the [EuroparTV channel](#) which is the web television of the European Parliament. The channel aims to inform EU



citizens about the Parliament's activities and how its members shape political developments and pass laws that affect people's lives across Europe. The service includes live streaming of parliamentary sessions and committee meetings, news and debate programmes and educational videos. Subtitles are available for all videos in the 22 official languages of the European Union.

### Featured Articles

#### The Making of Monkey Tales – Winner of the MEDEA Award for Professionally Produced Educational Media 2011

By Swen Vincke, Larian Studios, Belgium

Die Keure is a Belgian book publisher that's been around for almost 50 years. They've been successfully publishing educational material thanks to their will to adapt. Classrooms and children change. Even teachers do. The academic world offers them new insights, and Die Keure excels at adapting to that.

The first time Larian Studios met with Die Keure, they made it clear that they were all for "thinking ahead". They were the first educational publisher in Belgium to print textbooks in full colour, and they wanted to be the first to publish educational games that work.

We both identified a recurring flaw in most educational games: they were either too educational and no fun at all, or vice versa. Kids recognize educational software and cringe at the very thought of having to work with it. Combining the forces of a game developer and an educational method maker, we set out to create games that look and feel like the games kids play in their free time, using both companies' core strengths: Larian Studios ensures the game is fun and Die Keure ensures that the didactic methods are solid.

From our experience with children's games (KetnetKick and KetnetKick 2 for VRT, Adventure Rock for Children's BBC and other broadcasters), we knew that children love puzzles and mini-games of the "pick up and play" genre. We also wanted to tell a story in the game to draw the player in (for instance, "save the princess") and show the progress he was making in achieving that goal.

In the end, we also came up with the idea to pit the player against another character in the mini-games, introducing a stress factor and a time limit they usually don't have when solving exercises. This time limit is in fact an artificial intelligence opponent



in the form of a monkey, because who would want to lose to a monkey? (Our tagline idea for this at the time was "Are you smarter than a monkey?")

We created a colourful, child-friendly 3D world. We came up with puzzle elements for the 3D rooms, and conceptualized different types of mini-games that enabled us to offer all types of typical exercises: variations on multiple choice, ordering, grouping, spelling, matching together...



After our first game in the series, we learned a lot and adapted the game to the wishes and feedback of the players.

- We are now constantly testing out the mini-games and the 3D puzzle levels with children.
- We are researching algorithms and data-structures to ensure that the game's adaptivity system adjusts better to the player.



Vicky Vermeulen (left) and Swen Vincke (right) after receiving their award

- We learned that some puzzle elements and mini-games don't work for younger children (e.g. are too hard) so we left those out in their specific games.

Today, the [Monkey Tales series](#) is being translated to other languages, we are adapting the games to the local curriculum, and trying out different business models. We are working together with universities and other research partners to optimize every aspect of the game. It has become a project that we didn't just finish, and then moved on. It's a constant work in progress

### 3D Television Reviewed

By Eleonora Panto, CSP, Italy

Several months ago we ran a series of articles on how to create your own 3D video. This month, Eleonora Panto from CSP in Italy who has been following developments in 3D TV tells us where she believes 3D to be right now.



Eleonora Panto

Eleonora: "CSP has been actively engaged in research on digital TV since 2004, when together with SUN Microsystems and Telecom Italia, it set up DTTLab, a research laboratory working on the transition to digital terrestrial television, under the scientific direction of Turin University. Technological progress in this sector meant we had to set new goals, and called for the creation of a new research project: so the new DTVLab focused on stereoscopic TV, connected TV as well as applications for digital TV, and augmented TV was born.

In their investigation of 3D or Stereoscopic TV, CSP in collaboration with Sixel Technology, studies and analyses coding standards for 3D video broadcasting and develops potential extensions. In December 2010, CSP, Sixel Technology and Quartarete (a local broadcaster) enabled the broadcast launch of experimental free-to-air programmes encoded using 3D Tile format. This format offers several substantial benefits: it's backward compatible, meaning that users not equipped for 3D but provided with HD TV sets can watch the programmes in 2D; it provides a higher quality of image by maintaining the complete resolution of the picture; the transmission of both 2D and 3D can be achieved without increased bandwidth and it doesn't require any special equipment to broadcast: 3D Tile Format makes it possible to service both the 2D and 3D audience within a 9Mbit bandwidth.

In order to allow users to receive programmes coded with this new format, CSP designed 3DHome: an open source advanced media centre that includes internet access, social networks, management of multimedia content and personal video recording.

What about the future of 3D TV? Looking at Quora (the q&a social website), most people focus on the obstacles: special glasses are required, TV prices are still too high, however the most important challenge seems to be related to contents.



For this reason, during the [VIEW Conference 2011](#) (the premiere international event in Italy on Computer Graphics, Digital Cinema, 3D Animation, Gaming) CSP interviewed key actors in 3D content production and produced a 3D video. You can [see the video](#) on YouTube.

Roger Gould from Pixar told us that they consider stereoscopic contents as a way to put much more reality into their movies and he added that John Lasseter (Chief Creative Officer of Pixar) wanted also his wedding photos in 3D. Roberto Dini, CEO of Sixel, explained the Tile format and introduced the idea of a syndication of 3D contents for a network of local TV broadcasters.

Tom Wujec, Autodesk fellow, was very cautious, focusing his answers on time-to-adoption: in his opinion the success of 3D TV is related to the possibility of having an intellectual and emotional experience that is more engaging than the 2D one.

Luc Soler, head of R&D Ircad Studio focused his response on stereoscopic contents for surgery: he told us that this kind of content should be provided not to humans but to computers. The computer could enhance 3D images adding artificial shadows and light, and also some distance map: in this way this kind of content will become very useful for the surgical assistant.

Only time will tell whether 3D TV is a fad or not."

### EAVI's Investigation into Media Literacy in Europe

By Paolo Celot, EAVI, Belgium

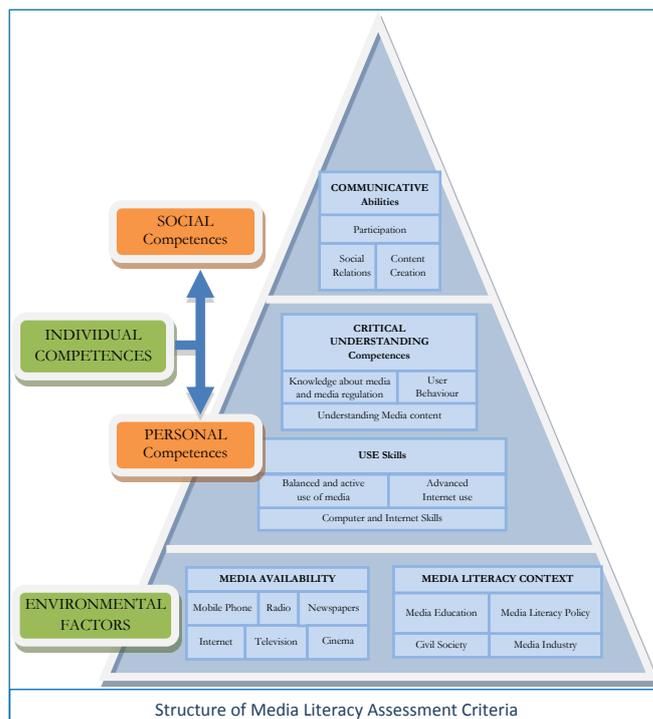


Paolo Celot

In order to make steps towards enhancing the media literacy of its citizens and with its obligation to report on media literacy (ML) levels in each Member State in mind, the European Commission contracted EAVI and its partners to provide criteria by which ML levels may be measured in Europe.

This resulted in a study called "Assessment Criteria for Media Literacy Levels in Europe", which offers a comprehensive view of the concept of media literacy and an understanding of how its levels in Europe should be assessed. This was an ambitious undertaking, as media literacy is a complex construction, expressing intrinsically many different ideas and streams of thoughts and research. In fact, while ML can be broadly defined as "an individual's capacity to interpret autonomously and critically the flow, substance, value and consequence of media in all its many forms", unsurprisingly, considering the multiplicity of approaches, a conclusive universal definition proved unworkable.

Therefore, subsequent to the Consortium's initial construction of media literacy, a conceptual map was created within which two fundamental fields, and their constituent properties, were identified. The framework presented here organises the properties of media literacy into independent elements with differing degrees of complexity and interconnection. This generated an overview (or map – please see graphic below) sufficient for the referencing of any activity or development in media literacy – without risking the dilution, or the loss, of particular indicators.



The graphic shows the fields within which the indicators have been chosen. The base of the pyramid illustrates the necessary pre-conditions for media literacy development and the factors which facilitate or hinder it. The second level illustrates the personal competences to facilitate technical skill and cognitive process, which in turn facilitates communicative ability, at the apex of the pyramid, which permits full engagement with the media society.

After successfully overcoming the challenge of defining what media literacy is about and developing criteria for assessing it, EAVI carried out a second European-wide study on media literacy, which took a more practical approach and involved partners' contributions to technical and statistical aspects. The main goal was to validate the criteria detected in the previous study and to offer refinement and statistical validation on the media literacy levels of European citizens. Basing its methodology on the complex definition of ML provided above, EAVI and its partners sought to measure separately the individual properties informing media literacy. They thereby aimed at better addressing the discipline not only at its broadest, but through the plurality and detail of its component parts.

One of the greatest methodological challenges in measuring media literacy levels across Europe has resulted from the fact that some ML properties appeared to lend themselves better than others to measurement and statistical modelling. Any resulting mathematical model appeared therefore to be unsuitable for the reliable analysis of media literacy. This is because media literacy is (and needs to be approached as) a dynamic phenomenon, as a process of communicative interaction between different agents, in a rapidly developing environment driven by user experience and technological ambition.

As a European Commission priority, and because it is essential to the continuing development not only of media and media literacy, but of Europe's social, political and economic future, EAVI's studies have concluded that new competences need to be acquired generically and across the EU. In this way, the ultimate focus (and ambition) of media literacy, which is the development of individual critical understanding and citizen participation in democratic life, will be able to materialize and bear its fruits in the development of our society.

For more information on EAVI's work on media literacy, please visit our [website](#).

### Resources of the Month

This section includes a selection of resources from the [Media & Learning Resources Database](#).

- **Learnboost:** a free all-in-one solution allowing teachers to manage their classroom by offering a grade book and software for creating lesson plans, tracking attendance, integrating Google Apps including calendars, and more.
- **Learning Resource Exchange:** enabling schools to find educational content from many different countries and providers. After registration teachers can also use social tagging tools, rate contents, save their favourite resources and share them.
- **Maths Dictionary and Charts for Kids:** two websites explaining over 600 common mathematical terms in simple language and collecting over 200 printable maths charts for interactive whiteboards, classroom



displays, homework help, and more.

- **Edublogs:** an online service hosting only education-related blogs and providing custom blogging platforms to individual teachers, school districts and hundreds of thousands of students.
- **Animoto:** providing an array of tools for educators to create presentations for use in the classroom incorporating images, video clips, music and text, and to share them via email or on a blog, download them to a computer or export to YouTube.



### MEDEA News

#### Media Gallery now contains 51 entries



Want to know how teacher Dave Schrauwen went about organising a video competition featuring the chain reaction phenomenon for 13 primary schools that eventually won him the European Collaboration prize at the MEDEA Awards last year? Or how Uwe Gutwirth developed his award winning game Merchant of

Venice? then look no further than the Media Gallery on the [MEDEA Awards website](#) which now contains 51 case studies of finalists, winners and many of those who have been highly commended since 2008. Most of these case studies include interviews with the people behind these excellent entries and they provide a fascinating insight into how teachers, trainers and producers go about the business of creating media for use in teaching and learning.

#### Media & Learning Conference 2012 - first content areas emerging

The official themes of this year's Media & Learning Conference will be announced in March when the conference website is re-launched however several



specific content ideas for the conference have already been announced. One of these is lecture capture and developments in universities' use of video generally building on the work being done in the [REC:all project](#). Another is the role and impact of media coaching schemes in education. If you have suggestions for the conference programme you can already submit them, the deadline for receipt of ideas and proposals in June 1. Media & Learning takes place on 14-15 November 2012. Read the full report on the 2011 [conference website](#).

### Book review

#### Designing Video and Multimedia for Open and Flexible Learning by Jack Koumi

This is a comprehensive, practical guide to the most effective use of video and multimedia in open and distance learning. Illustrated throughout, it considers pedagogic design principles for the highest quality learning material, covering:

- what to teach on video and how to teach it
- when to choose and how to use other media for teaching
- a framework of pedagogic design principles for video and multimedia
- Practical development advice for interactive multimedia.

With insights into the comprehensive process of designing, developing and managing distance learning materials, this book will appeal to those involved in course development, educational video, audiovisual and interactive multimedia design, as well as to students of general video and multimedia production.



Jack Koumi is a freelance consultant and trainer in the scripting and production of education media. He has conducted over 80 training projects in educational media in 30 countries. Previously he worked for the BBC Open University Production Centre, producing audio and video programmes in mathematics and science. For a taste of the ideas in the book, read this [pdf with embedded clips](#) (31 MB).

## Related Awards Schemes & Events

### Italian Scratch Festival on May 19

 Dschola Association are organising the first edition of the Italian Scratch Festival aimed at promoting computer programming in a creative way to students in early secondary school. Secondary school students can submit games and educational projects developed using Scratch language. Entries must be published on a specific Gallery of the [Scratch site](#) before April 29, 2012. A jury of experts will select 10 projects that will participate in the conference on May 19, 2012 during the World "Scratch Day" in which the top 5 projects will be awarded. Find out more from <http://www.associazionedschola.it/isf>.

### DIVERSE Conference calls for proposals

 The DIVERSE Conference is an annual gathering of academics, teachers, technologists and students that engages participants in an ongoing dialogue on the effective uses of visual media in education. The next DIVERSE Conference takes place July 3-6, 2012 in KULeuven, Belgium. The conference will include a large number of presentations, discussions and workshops on a range of topics related to the conference themes. Deadline for receipt of proposals is March 15, 2012, find out more from the conference [website](#).

### ICEM conference in Cyprus

The international Research and Development center CARDET (Centre for the Advancement of Research and Development in Educational Technology), in collaboration with the International Council for Educational Media (ICEM), the University of Nicosia, and other partners are organising the 62nd Annual ICEM Conference on September 26-29 in Nicosia. The conference theme is: Design thinking in Education, Media, and Society. ICEM2012 will include activities, discussions and presentations in areas that are critical for the fields of education and media. Find out more about this conference [here](#).



### EESC Annual Video Challenge now on!

 Entries are welcome to the annual 'Europe Fast Forward' video competition organised by the European Economic and Social Committee. The deadline for this competition is 15 February. The public can then vote for their favourite entry online up to 2 March. Entry is free and the winner will receive €5000 in prize money. Find out more about the terms and conditions of entry from the EESC [annual video challenge website](#).

### OECD 2012 Global Youth Video Competition

If you are aged between 18 and 25, you are invited to make a 3 minute video on the theme of Education and Skills for submission to the OECD Youth Video Competition. The video should address the question - what are the big issues in Education and Skills today? Is it learning the right skills to get a job, bridging the 'digital divide', tackling inequality in access to education and training, inspiring creativity and innovation,... or something else? The overall prize is an all-expenses-paid trip to Paris, France to attend the OECD Forum on 22-24 May 2012. Submit your entry by 31 March 2012 and find out more from the competition [website](#).



### First University Educational Film Festival in Lyon

 The first University Educational Film Festival will be held on 16 and 17 April 2012 at the Congress Centre of Lyon. Organised in conjunction with the International Colloquium of Universities in the Digital Age (CIUEN 2012), it aims to highlight the use of digital technology in the university by selecting a series of unique and amazing works. This competition is open to all media produced after 1 January 2008: short films and documentaries, scripted or reflections of reality produced by professionals or amateurs and intended for educational purposes. Films must be submitted in French or in French with subtitles. [Registration](#) is open from January 9 to February 15, 2012. The festival jury made up of filmmakers, producers, teachers, students and experts in audiovisual and digital pedagogy will reward the best work entered.

### PLURAL+ 2012 Youth Video Festival on Migration and Social Inclusion

  The United Nations Alliance of Civilizations (UNAOC) and the International Organization for Migration (IOM) are again inviting the world's youth to submit original and creative videos focusing on PLURAL+ themes: migration, diversity and social inclusion. PLURAL+ invites youth to address key challenges in their communities related to migrant integration, inclusiveness, identity, diversity, human rights and social cohesiveness, both at local and global levels. Young people up to 25 are invited to submit short videos of five minutes maximum in length. The deadline for entries is 1 July 2012, find out more from the PLURAL+ [website](#).

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