Media & Learning

LEUVEN // 5 – 6 June 2019

POST CONFERENCE REPORT

The Media & Learning 2019 Conference on **Video in Higher Education** was organised by the Media & Learning Association and LIMEL, KU Leuven in STUK, Leuven on 5-6 June 2019 and involved 283 participants from 22 countries who came together to discuss the integration of video into colleges and universities.

The aim of the conference was to highlight the latest pedagogical and technical developments in this field through a highly interactive agenda packed with inspiring talks, demos, discussions, best practice showcases and hands-on sessions accompanied by an exhibition showing the latest technologies, services and tools that universities and colleges can adopt to transform their use of video.

The following themes underpinned the conference programme

- 360˚ Video, Augmented Reality and Virtual Reality
- Added value lecture capture
- Combining streaming video with Artificial Intelligence
- Quality yardsticks for do-it-yourself video productions
- Accessibility standards and practices for educational video
- Supporting pedagogical innovation through video
- Law and the educational video producer
- Video as an open educational resource
- Fuelling interactivity, turning video into a responsive learning resource
- Making, finding and using micro-lectures and knowledge clips
- Video repositories
- Effective practices and experiences of using video as an assessment tool
- Educational podcasts and their affordances

☆ Learn

👁 Watch

🔁 Talk

📷 Picture

After a very successful conference specifically dedicated to the subject of video in higher education last year, we decided to organise a second event in this series in an effort to carry on many of the conversations that began last June in Leuven. From the feedback we had, we knew that bringing together people from the technical, pedagogical and administrative sides of higher education offers a great opportunity to share ideas, discuss challenges and foster collaboration.

Media & Learning 2019: Video in Higher Education was all about highlighting the latest pedagogical and technical developments in this field and was based on a programme rich in inspiring talks, demos, discussions, best practice showcases and workshops alongside an exhibition showing the latest technologies, services and tools that universities and colleges can adopt to transform their use of video. There were also plenty of opportunities for informal networking and discussions.

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This year's conference was sponsored by **Mediasite**, **Panopto**, **Kaltura**, **UbiCast** and **RapidMOOC** and included an exhibition with several stands from sponsors as well as stands from **WebClip2Go**, **Kalyzée**, **Matrox** and **Crowdbeamer**. The exhibition space which was open throughout the conference also included a demonstration area which featured several pre-commercial tools and services aimed at the higher education sector.

THE PROGRAMME

The 2019 conference programme included presentation sessions where leading experts and practitioners shared their experiences, insights and know-how, screenings of educational media productions in the conference cinema, discussion opportunities and demonstrations of different tools and services in the exhibition and demonstration area. A total of 75 people from 16 countries contributed to the programme in 28 different sessions.

This year's plenary speakers were:

- **Donald Clark** from Wildfire, UK who spoke about enhancing video with AI
- **Robert M. Lipps** from Sonic Foundry, USA who spoke about AI in higher education
- **Andreas Hebbel-Seeger** from Macromedia University, Germany who spoke about immersion
- **Emily Nordmann** from University of Glasgow, UK who spoke about lecture capture
- **Tine Baelmans** from KU Leuven, Belgium who spoke about campus-wide integration of video
- **Mike Wald** from University of Southampton, UK who spoke about accessible learning
- **Eric Burns** from Panopto, USA who spoke about multi-camera video

Five hands-on 90 minute workshops were included on podcasting, video observation and feedback, H5P tools, formative feedback via screencast and lecture capture. A max of 25 people took part in each and the feedback about the hands-on nature of these workshops was really positive.

We used a campfire setting to organise a series of discussions on really pertinent questions for our target group. These included a discussion on the potential impact of AI on university services, getting the most out of video in MOOCs, dealing with legal issues and creating successful DIY strategies for academics.

STUK's small cinema was used for screenings throughout the conference. Screenings included samples of student videos used both for assessment and course activities as well as examples of ways in which academic videos are being innovated and utilised n different learning settings.

The organisation of the annual MEDEA Awards to coincide with the Media & Learning Conference provided an opportunity for participants to see for themselves excellent examples of how video is used to support learning in higher education. All 6 finalists in this year's MEDEA Awards showcased their

entries and many conference participants joined invited guests for the MEDEA Awards Ceremony which took place in the Town Hall of Leuven where the winners were announced by **Mohamed Ridouani**, the Mayor of Leuven. The winner of this year's award for Professionally Produced Educational Media was *Transport Systems: Global Issues and Future Innovations* submitted by University of Leeds, UK, and the winner of the MEDEA Award for User-Generated Educational Media was *The History of Life Film Project* submitted by National University of Ireland Galway, Ireland.

The conference timetable included an exhibition by KU Leuven Visual and Experimental Anthropology students who mounted their video installations featuring their own anthropological films.

Furthermore, the International Centre for Innovation and Workplace Learning in DCU, Ireland organised a symposium on carrying out action research projects in the workplace.

Prior to the congress, several pre-congress workshops or visits were organised. The EDIT Challenge team organised a popular half-day workshop based on their model aimed at trainee teachers for creating educational videos in a hackathon-style event which is organised in a unique international cooperation model. There was also a really well-attended visit to the **Leuven Institute for Media and Learning** aka LIMEL which provided an opportunity for participants to see around LIMEL's facilities and learn about how this top-class facility serves the entire university through its comprehensive support model.

CONFERENCE HIGHLIGHTS

Highlights from this year's conference include fascinating talks and interactive workshops but also screenings from MOOCs and online case studies. Here is a taste of some of the topics that were discussed. **Sonia Hetzner** and **Markus Tischner** from Friedrich-Alexander-University, Erlangen-Nürnberg, Germany introduced a flexible and cost-effective approach to producing educational video that does away with the website as an interface, and instead uses interactive video as its primary user interface. These interactive videos combine animation, drawings, green-keyed talking heads and motion graphics. Even exercises and assignments are available without having to leave the video.

Emily Nordmann from University of Glasgow, UK challenged the ingrained notion that lecture capture is of low pedagogical value and that it causes a drop in lecture attendance. She showed that attendance rates correlate more with the lecture content than it does with the medium of lecture recordings. Instead of reducing learning outcomes, she found that students can create new forms of collaborative learning based on lecture recording.

Rebekka Schmidt from University of Paderborn, Germany posed the question: 'Is video all we need?', in the context of the inverted classroom for arts education. She talked about challenging students' assumptions on their level of knowledge of the arts through blended learning, as well as contemplating the role of traditional text assignments for an increasingly video-oriented student population.

Jack Koumi from the UK presented a comprehensive framework for identifying pedagogical applications of video based on the strengths and weaknesses of the medium. A practical handout summarised the main contents of the framework. **Michel Beerens** from Delft University of Technology in the Netherlands showed the production process of MOOCs at TU Delft, with 60 MOOCs produced so far. Their process is optimised for speed, allowing up to 1000 videos to be produced each year. Delft's Media Centre achieves this through aiming to get a video right on the first take and eliminating post-production of video.

Dominik Lukes from the Saïd Business School, University of Oxford, UK explained how he sees the role of video not as a medium for learning, but as one that enables learning to occur after watching it. The transformative learning experiences takes place during the activity that follows the video. He notices that different types of learners gravitate to different formats of video. In his work, he encourages educators to try an iterative approach, where educators can re-record earlier videos to improve them with the lessons learned from using the video material.

Lana Scott from MIT, USA shared her experiences on producing effective video for MOOCs at MITx. Ranging from best practices learned, combining active and passive learning, limiting video length, introducing variety, tackling preconceptions among professors, and more. She advocates focussing on only one topic per video. This means that videos can be as short as 30-60 seconds if that best serves the topic.

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Janne Länsitie from Oulu University of Applied Sciences , Finland gave a workshop centred on creating interactive video using the H5P platform. Any video from Youtube or self-hosted video could be turned into an interactive video using the online web environment. Participants had their first interactive video using H5P up and running and published in under an hour.

Tine Baelmans from KU Leuven expanded on KU Leuven's strategic agenda, which includes a focus on future-oriented education and going digital. Crucial to meeting these goals is the creation of the KU Leuven Learning Lab, a network within the university in which programs, faculties, campuses, groups and services work together to shape future-oriented education. Within this setup, KU Leuven aims to address the key issues keeping educators from embracing video in education: lack of time, lack of technology, lack of familiarity with available support.

Mike Wald from Synotic spoke about improving accessibility of video through automated speech recognition, which can operate in real time. Speech recognition and captioning is currently approaching or even reaching parity with human-produced transcriptions. Collaborative editing could also be used to improve and verify captions, which has pedagogical uses as well.

In the closing plenary session, it became clear that the almost limitless possibilities of video technology mean that it can be hard to define a fixed set of guidelines or best practices. All panellists could however agree that when it comes to video: 'it's not about the video itself, it's what you do with it'.
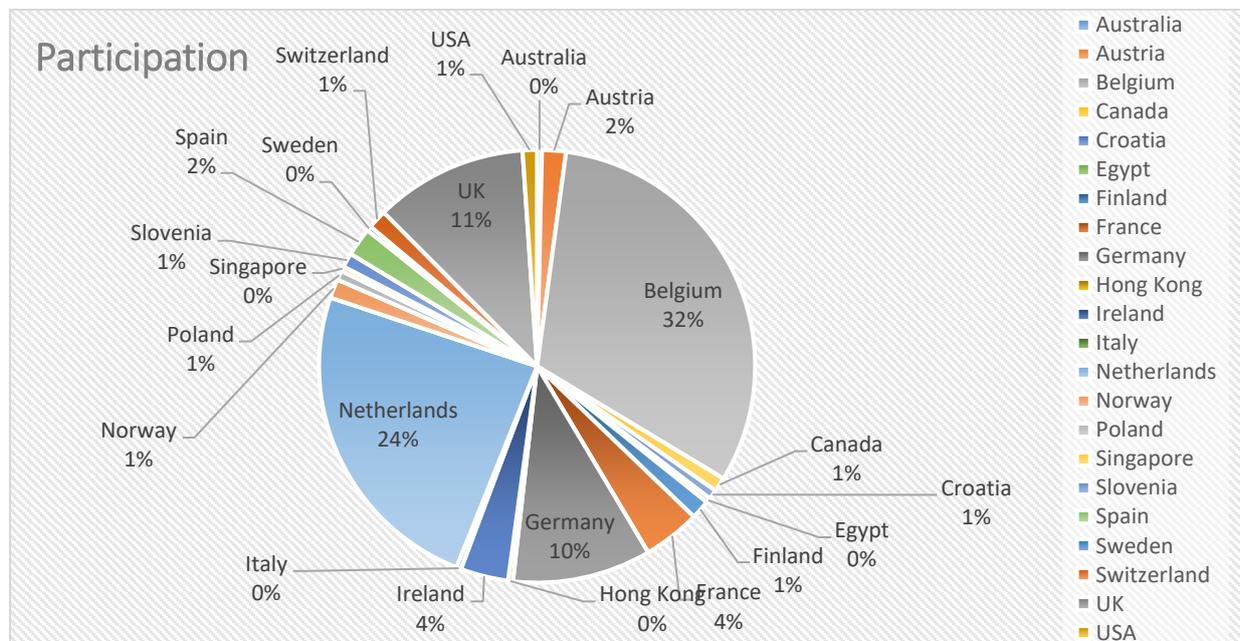

Presentations available online

Many of the presentations given, along with supplementary materials and photos, are available for viewing on the conference website.

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PARTICIPANTS

The Media & Learning Conference 2019 attracted people from different backgrounds, with experience across all levels of acquaintance with video in higher education, ranging from newcomers to highly experienced practitioners. They included educational technologists, heads of university media departments, academics, researchers, service developers and providers, innovation experts and a host of specialists from all across the university spectrum.
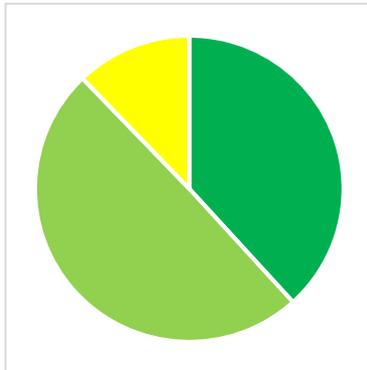
Participants came from 22 different countries as shown in this chart:

Participation

Belgium 32%
Netherlands 24%
UK 11%
Germany 10%
France 4%
Ireland 4%
Austria 2%
Spain 2%
Switzerland 1%
USA 1%
Slovenia 1%
Poland 1%
Norway 1%
Canada 1%
Croatia 1%
Finland 1%
Sweden 0%
Singapore 0%
Italy 0%
Hong Kong 0%
Egypt 0%
Australia 0%

- Australia
- Austria
- Belgium
- Canada
- Croatia
- Egypt
- Finland
- France
- Germany
- Hong Kong
- Ireland
- Italy
- Netherlands
- Norway
- Poland
- Singapore
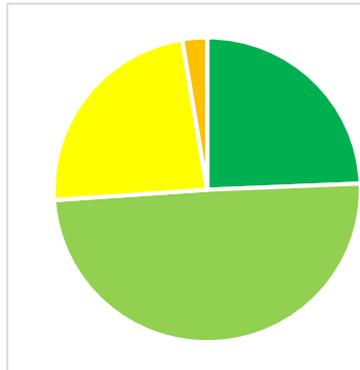- Slovenia
- Spain
- Sweden
- Switzerland
- UK
- USA

Participants were asked for their feedback after the conference and the responses have been very positive based on having a response from more than one third of all participants. When asked about the quality of the programme, 88% responded that it was excellent or very good. When asked to rate the extent to which they could gather new information and skills, 74% rated this as either excellent or very good.

When invited to assess the opportunities for networking during the conference, 92% rated this as either excellent or very good. All of these statistics represent an improvement compared to 2018.
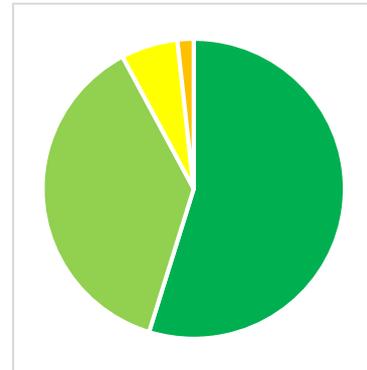
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Quality of the conference programme	Extent to which you could gather new information & skills	Opportunities for networking

Very good ▮▮▮▮▮ very poor

MEDIA AND LEARNING ASSOCIATION AGM

The Media and Learning Association launched in 2012 had its sixth Annual General Meeting during the conference. It was attended by the members of the Association who voted to adopt the association bylaws and budget for 2018-2019. The plan of activities for 2019 was also presented and accepted. This plan focuses on 4 main areas of activity: promotion of membership services amongst members, extension of membership, provision of opportunities for collaboration and ensuring the viability of the association.

On the second day of the conference a well-attended closed discussion session took place to enable members of the association to discuss future collaboration and cross border projects.

The organisers of Media & Learning 2019 would like to thank their sponsors and exhibitors most sincerely for their help and support without which the conference would simply not be possible.

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