

Media & Learning News

EU study on film wisdom in educational curricula

This new [EU study](#) suggests to add film literacy to education curricula. The study furthermore recommends new rules on licensing to facilitate a broader use of film and other audiovisual material in European schools. The study covers the current situation and challenges, the copyright issues and guidelines for improvement. Find out what the obstacles are and good practices in using films and audiovisual content in the classroom.



The Success and Failure of Media Education by David Buckingham



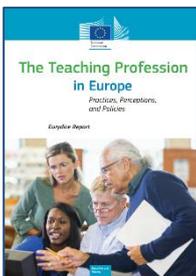
Published in the Media Education Research Journal, David Buckingham's [article](#), "The success and Failure of Media Education", is part of a series of articles which try to arise awareness of the deficiency of pedagogic research in the field of Media Education. The [Media Education Research Journal](#) offers a forum for the exchange of academic research into media education and pedagogy conducted by academics, practitioners and teachers. More related thematic issues can be found in previous issues of the MERJ journal.

Kaltura video in education survey 2015

Kaltura, provider of a leading video technology platform, published its annual State of Video in Education report for 2015, a comprehensive international study that examines the evolving use of video in education. The survey reveals trends in digital literacy, and the use of open video content. Key findings include a considerable gap between student and teacher digital literacy levels, indicating that many teachers will need to enhance their skills to keep pace with students. The survey also demonstrates that the pervasiveness and democratisation of video in education are now irrefutable. To find out more, take a look at the [survey](#).



The Teaching Profession in Europe: Practices, Perceptions, and Policies



Published on 25 June 2015, the Eurydice report analyses the relationship between policies that regulate the teaching profession in Europe, and the attitudes, practices, and perceptions of teachers. The analysis covers aspects such as initial teacher education, continuing professional development, transnational mobility, as well as teacher demographics, working conditions, and the attractiveness of the profession. The report is based on Eurydice and Eurostat/UOE data, as well

as on a secondary analysis of TALIS 2013, combining qualitative and quantitative evidence. Read more in the [full online version](#).

Evans Foundation Annual Report 2014



Evans Foundation initiates and supports sustainable projects and awards biennial prizes that contribute to the progress and strengthening of Europe, based on cultural and social diversity in the fields of: Peace education, Media and European Citizenship.

The Evans Foundation Report for 2014 includes, among other sections, an overview of the Media Education Prize 2014, an analysis of European grants for media literacy programs, as well as a study on WawaLab, an educational experiment which aimed to disseminate digital media skills among Polish students. Read the full report [here](#).

EAVI Report - Assessing Media Literacy in Europe

This report provides information about assessing media literacy levels in Europe. Edited by Paolo Celot and available since March 2015, this European Commission



Pilot Initiative provides confirmation and further food for thought on the topic of media literacy assessment. Reflections about the challenges and difficulties encountered in measuring media literacy levels are included in this document along with some concrete findings from different European countries. To read more, the [full version](#) is available online.

Featured Articles

The value of audiovisual material in remembrance education

By Karen Vander Plaetse, Flemish Institute of Archiving, Belgium

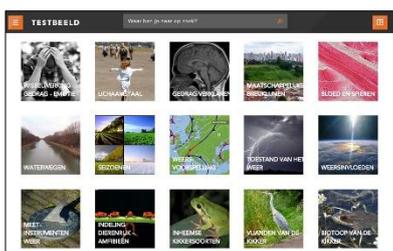


Karen Vander Plaetse

Youngsters swipe, snap and share in an increasingly digital environment. When it comes to creating an attitude of active respect in our current society out of the collective memory of past human suffering through remembrance education, there is no better place to look for source material than in archives and heritage organisations. But why is it such a challenge to bring this audiovisual material into the classroom?

In their article '*Remembrance education between history teaching and citizenship education*', Karel Van Nieuwenhuysse and Kaat Wils note that remembrance education stems from the idea that nations carry responsibility for human suffering caused by human behaviour in instances such as war, intolerance or exploitation of others. According to the Special Committee for Remembrance Education (BHC), its main goal is to improve students' knowledge and to stimulate their involvement and attitudes by teaching them about historic events that we now collectively perceive as tragic or shameful. Recognition of these so-called 'dark chapters' in history ensures they will never occur again. As a source of collective memory, audiovisual material is of crucial importance. Research conducted by the Flemish Institute for Archiving (VIAA) in cooperation with iLab.O has shown that teachers attach great value to this kind of source material as it helps to meet learning objectives, motivates students and facilitates understanding of abstract concepts.

Because the audiovisual material in archives and heritage organisations has generally not been archived for educational purposes, it does not suffice to disclose it without accurate metadata or without a selection beforehand and based on curricular standards. Teachers stress they want to find, not look. When the word 'war' generates over a thousand results, it becomes a daunting task to select the item that best suits their own classroom context. Consequently, the ability to search by subject is not enough: teachers must be able to filter through the material based on specific criteria such as course, stage, type of education, publication date and duration. This is made possible by providing the material with Learning Object Metadata (LOM), an international standard that not only helps teachers to easily find their



desired material but also allows interoperability between platforms. Bearing in mind the workload teachers face daily, it is furthermore equally as important to edit the material so that it is ready-to-use and up to

date with current events.

That is precisely what VIAA has set out to do with Testbeeld, their user friendly educational platform. Out of a conviction that preservation and disclosure of digital audiovisual material are vital to education, this platform offers content fit for immediate use in the classroom. Testbeeld has managed to reach over 10 % of Flemish schools in the span of a single school year, indicating that it meets teachers' evident need for educationally relevant audiovisual material in the classroom. In Flanders, remembrance education is a standard in the curriculum. Selection, metadata and editing tailored to educational purposes are fundamental if students are to successfully gain insight into and reflect upon the past with the support of audiovisual material.

Using Video to Engage Distance Learners

By Steve Hogg, Head of Learning Technologies, and Andrew Doig, Instructional Developer, Southampton Solent University, UK



Steve Hogg

Andrew Doig

At Southampton Solent University we have been using video as a tool to break through the isolation experienced by those studying online, giving distance students a sense of cohort – connection with their teachers and identification with their classmates.

A variety of video implementations have been used to increase the interaction between students and teachers and provide more varied opportunities for students to learn including:

- LiveStream video classrooms
- Adobe Connect virtual classrooms
- Use of a webcam widget in the Virtual Learning Environment (VLE)
- Tutor 'presence' through video introductions
- Embedded videos for teaching content
- Student video recordings
- Skype for tutorials and peer support

The presence of the teacher is enhanced through video used to introduce modules and topics and to teach. Recognition of peers is improved with virtual classrooms, video over IP and students posting video within the VLE. These video technologies combine with an active, learner-centred, communicative teaching and learning approach to ensure that students recognise that they are part of a facilitated learning experience shared with a group of peers with whom they can collaborate and seek support.

Student response to video based teaching interventions has been consistently positive and events such as LiveStream and Adobe Connect classrooms are regularly mentioned as stand out positives in the online distance course delivery. In response to the survey question, 'What types of online activities, tools or content do you find most helpful', 5 out of 9 students made reference to videos and/or online classrooms, with quotes including:

"[Videoed] dual discussions and interviews with experts"

"Online classrooms" (three students)

"Video interviews with subject experts - very interesting & useful"

Also, in response to, 'What could be improved?':

"Frequent online classroom meetings"

"More videos and interviews"

Key findings learned from observations of video based learning included:

- Courses benefit from a clear video introduction from the teacher, clarifying learning strategies and effort expectations;
- Students can pause, repeat and skip to the bits that are most useful or most difficult for them in video content, which can improve their chance of comprehension;
- Video content is great when it's embedded in the page, in context with the textual learning context and activities that go with it;
- Production values affect the appearance of the course generally, and so front end videos suit being well produced;
- However, content is king and if a message can be put across succinctly by a teacher using low-tech video solutions, this is of benefit to the learner;
- Personalisation is a great driver for video content; providing moments where the teacher gets to be themselves, speaking in their own voice in a manner otherwise missing from online learning environments;
- Content presentation that combines multiple modes of transmission (video, plus transcript, plus online summary/PDF summary, plus communication activities around the topic area) will greatly improve the chances of all students to learn.

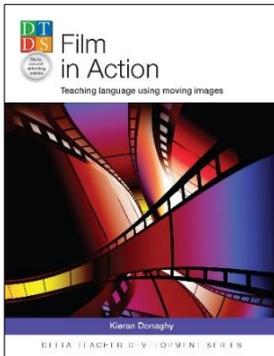
It is worth emphasising that these statements are based on the team's own observations of online educational video use for teaching and learning. Ongoing work continues to collect data on the student experience and response to video use.

Media and Learning Book Review

This is the first article in a new series in which we plan to share reviews of books that appear in the domain of media and learning. Our team is looking for volunteer reviewers to review books in the coming months. If you have recently published a book or have recommendations for new books to review, please send them to news@media-and-learning.eu. All questions, comments and suggestions very welcome.

Film in Action – Teaching language using moving images by Kieran Donaghy

Reviewed by Mathy Vanbuel, ATIT, Belgium



The award winning series Delta Teacher Development series (DTDS) is a series of books for English language teachers, published by Delta to provide teachers with very practical learning and teaching support materials that are innovative and creative. In the same series you will find other titles that could be of interest to the media-oriented language teacher, for example *Going Mobile*, *Storytelling with Our Students*, *Computer games and language aims*, *Teaching language through cultural content*.

Kieran Donaghy, author of “Film in Action”, is a language teacher and a film addict. He builds both his views and methodology on his many years of experience as a teacher and a language teacher, which has crystallised in the creation of *Film English* (winner of the MEDEA Award 2013 and the British Council ELTons Award), a site that promotes the innovative and creative use of film in English language teaching and learning through lesson plans. In this book “Film in Action” he expands on the why and how of using film in education in general and in language learning in particular. In the first part of the book he starts with an introduction to the theoretical concepts and background of film in society, in education and in language learning. He continues with an elaboration of film literacy and concludes this part with a theoretical and well documented chapter on how film can be used in the classroom. This part ends with an excellent list of references from the pedagogical as well as from the film domain.

The book is very dense with background information and rich in inspiring ideas that are well described and almost all easy to execute in the classroom, while leaving enough space for teachers to experiment with film. Especially in the second part where Kieran expands on watching and producing actively, he presents teachers with more than a hundred examples of related classroom activities that cover all aspects from film viewing to film producing. In the last part of the book, Kieran concludes with recommendations for a whole-school strategy to implement film based learning in an integrated manner. His ideas for the organisation of film clubs or courses, chronicles and circles are inspiring on an organisational level.

“Film in Action” is a practical guide for all those in education who believe in the educational advantages of moving images in language learning and who are looking for arguments to adopt this and for activities or inspiration to start doing it themselves. Although the book focuses on English, it is not difficult to see how most if not all activities can be used in other language learning situations (be it of course with adapted resources) or even in other learning domains.

The book has an extensive list of recommended resources, and is supported online with a [blog](#) by the author, where you can find some scenarios further elaborated and supplemented with links to related media (unfortunately copyright prohibits most of these from playing outside the UK territory).

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Media & Learning Association News

Annual MEDEA Awards open for entries & new prizes announced

The annual MEDEA Awards for 2016 was launched at the beginning of July, with the announcement of several new prizes and a reminder of the deadline for submissions, which is 30 November 2015. The aim of this annual competition, now entering its eighth year, is to encourage innovation and good practices in the use of media (audio, video, graphics and animation) in education. Finalists will be invited to participate in the Media & Learning Conference taking place in Brussels on 10-11 March 2016 during which the MEDEA Awards Ceremony will take place. The MEDEA Awards 2016 includes two main awards and 5 additional prize categories:



- The MEDEA Award for User-Generated Educational Media
- The MEDEA Award for Professionally Produced Educational Media
- Prize for Media-supported Language Learning
- Prize for Media-supported Science Education supported by the Inspiring Science Education Project
- Prize for Best use of Media in Higher Education
- Prize for European Collaboration in the Creation of Educational Media
- The MEDEA Special Jury Prize

For more information on how to submit your entry, please see the [MEDEA Awards website](#).

Recordings available for past M&L webinars



For those who did not have the opportunity to attend one of the recent Media & Learning webinars or missed a part or would like to hear again the interesting discussions they included, you can! Recordings of them are now available. The new videos include the webinar held on 7 May, *Recent findings from research on video & pedagogy*, and the webinar on 11 June, *Video in a multilingual context*. Visit the Media & Learning Association [website](#) to watch them and stay tuned for the upcoming events!

Resources of the Month

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

- [Glogster Edu](#) – A tool for digital storytelling. Combine text, images, videos and audio with the drag-and-drop Glogster tool, then instantly share the output with others!
- [The Oscars](#) – it offers teacher guides for exploring the Art and Science of Motion Pictures. It includes lessons on critical thinking and creative writing, for developing visual literacy skills.



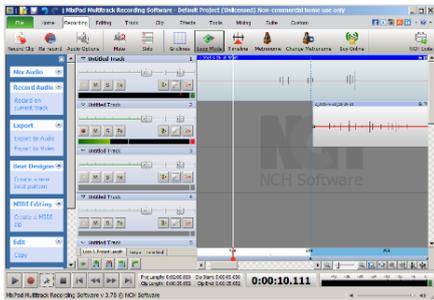
- [Young Minds Inspired \(YMI\)](#) - This platform gathers together digital resources from a wide variety of YMI lesson plans, including whiteboard-ready online activities, educational websites, and online videos. 
- [Film Education](#)— it is a charity supported by the UK Film Industry. It promotes and supports the use of film within the school curriculum. 

Tools of the Trade

Value software tools for media creators

By *Mathy Vanbuel, ATiT, Belgium*

Australian software company NCH builds numerous software tools for media creators from novice users to professionals. The list of tools is endless and includes sound editing software, a video editor, an MP3 converter, a video capture tool, transcription software, a CD / DVD / Blu-ray burner, video converters, image converters, multitrack mixing software, a slideshow creator, a photo editor etc. For professional freelancers they even offer bookkeeping and invoicing software. Their products are not for free but attractively priced with discounts and free trial versions offered on a regular basis. These software tools are intuitive and user friendly and it takes only a few minutes to get started with the basic functions. We tested the [MixPad Multitrack Recording Software](#) which could be an alternative to, for example, Audacity if one were looking for such an alternative. One reason could, for example, be the presence in MixPad Multitrack of noise removal and spectrum analysis functionality and the possibility to do batch audio processing. There are some minor differences between both but the determining factor will always remain the skills and expertise of the sound engineer.



Related Awards, Schemes & Events

The Videogame Cultures Project: 7th Global Meeting 11 - 13 September, UK

This year's [Videogame Cultures Meeting](#) will explore the various ways in which videogame

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culture and genres develop within the framework of Videogames and Gaming; Videogame Cultures; The History of Virtual Worlds and their Cultures; Relations between Cinema and Videogames; just to name a few. Participants with various backgrounds (academic, developer, producer, player, etc.) are invited to take part in this project, from 11 to 13 September, in Mansfield College, Oxford, United Kingdom.

EC-TEL 2015, 15 - 18 September, Toledo, Spain



The tenth European Conference on Technology Enhanced Learning, designed for teaching and learning in a networked world, will take place this year on 15 – 18 September, in Toledo, Spain. The Conference covers a wide range of topics such as: technological and pedagogical underpinning, as well as individual, social and organisational learning processes, or learning communities and contexts, just to mention a few. [Registration](#) is open from 8 June until 24 July. For more information check the [website](#).

12th EdReNe seminar: The educational landscape – digital resources & curriculum, 20–21 October



The aim of this seminar is to build successful educational repositories, as repositories are key disseminators of information on available learning resources. They also help users locate relevant learning materials in as easy a manner as possible. Organised by the [EdReNe network](#) and supported by the Danish Ministry of Education on 20 – 21 October, in Copenhagen, Denmark, the seminar this year focuses on digital resources, business models and metadata, touching also the thematic of Danish initiatives on repositories and digital resources. Participation is free, but prior [registration](#) is required.

Media Education Summit 20-21 November 2015

The 8th Media Education Summit brings together a global network of media educators, scholars and researchers to share research, and innovation on media education and media in education. This year the Summit will take place in Boston, Massachusetts, United States. There are three forms of presentation this year: workshops/roundtables, full conference papers, and MERJ/JMLE conversations. Contributions are invited to [submit](#) their presentations by 31 August 2015. If you are one of the prospective presenters, you will be notified within 3 weeks of submission.



A school student video contest on nanotechnologies December 2015

A video contest on nanotechnologies for students (11-18 year olds) around Europe has been launched by the EU funded project [NanoDiode](#). Students are asked to produce short videos on nanotechnology on the following topic: "What kind of nanotechnologies do we want?" Participants are invited to play the role of journalists and produce videos focusing on nanotechnology from their own unique and fresh perspective. If you are interested in participating, videos and short descriptions have to be delivered by 15 December 2015.



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