



Media in Education news

Programme finalised for Media & Learning conference



The [programme](#) for the Media & Learning conference is now finalised and available online. Taking place in Brussels on 25-26

November, this event will be opened by Pascal Smet, Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs and will include presentations by: Belgian writer and media innovator, Paul Bottenberghs; Pelle Snickars, Head of research Swedish National Library, & joint editor of "The YouTube Reader"; Educational social media innovator & practitioner, Helen Keegan, University of Salford, UK, and Paul Ashton, educational broadcaster and commissioning editor of Teachers TV, UK. [Register](#) now for the conference which begins online on 1 November.

Free video subtitles ever so much closer to reality

Universal Subtitles is a project of the [Participatory Culture Foundation](#) which is building a fairer, more open, and more democratic media space through software and advocacy. The people behind Universal Subtitles are busy working to create a system that can make captioning, subtitling, and translating video publicly accessible in a way that's free and open. Right now they are at the alpha testing stage and are looking for people to try out their demo, to subtitle a video or to become a tester. Find out more from their [website](#).



JISC Digital Media publish audio support resources

A really useful resource on how to enhance your use of audio has just been published by [JISC Digital Media](#). This freely available [advisory section](#) called 'Audio Post-Production Techniques for Spoken Word' includes tips, samples and plenty of free advice which can be used by newcomer and experienced practitioner alike. It addresses lots of typical problems like background noise and unwanted content, and includes advice on audio normalisation and on using [audacity](#), the free-cross-platform sound editor.

US school sites adapting to mobile access

A recent article in the weekly [eSCHOOL NEWS](#) [eSchool news](#) describes how the number of schools in the US which are adapting their school websites to take into account mobile users is on the increase. This is to meet the needs of students, teachers and parents who are using handheld devices and smart phones to access the site for communications and access purposes. This includes their desire to access multimedia educational resources. This [article](#) provides plenty of tips and advice about how to set about this task.

iTunes U Downloads Top 300 Million

Apple announced late in August that in just over 3 years, iTunes U downloads have topped 300 million — making it one of the world's most popular online educational catalogues. iTunes U offers users public access to university courses, lab demonstrations, special lectures, and more from world class institutions such as Harvard, MIT, Cambridge, Oxford, University of Melbourne, and Université de Montréal. iTunes U now includes 350,000 free lectures, videos, readings, and podcasts, find out more from the [iTunes U site](#).



Featured Articles

Poverty is Not A Game (PING)

2010 is the European year for combating poverty and social exclusion (2010) and several initiatives have emerged to raise awareness about these issues. One of them, specifically aimed at school-going youth, is the videogame 'Poverty is Not A Game' (PING) which will be presented by Frederik De Grove, from the University of Ghent, Belgium during the Media & Learning conference in November. We asked Frederik to tell us more about PING.

Frederik: The game is an adventure game and takes place in a three dimensional environment representing an average Western European city. It contains two different scenarios that demonstrate situational as well as generational poverty. The first one is about Jim, a boy who leaves his home after a row with his father and goes to live on his own in the big city. He has to find a roof over his head and a way to make a living. Jim, however, is confronted by several setbacks such as losing his job. It is the player's mission to resolve these problems so as to be able to lead a happy life as Jim.



Figure 1: Jim at the real estate agency

Sophia, on the other hand, comes from a poor family and lives alone with her grandmother. When one day, her grandmother has to move to a home for the elderly, Sophia is on her own. Not only will she need to find a place to live and a job, she will also need to find a way to finish her studies.



Figure 2: Sophia talking to the social assistant



Notwithstanding the different storylines, the central goal of the game stays the same. It aims to make young people experience the mechanisms underlying poverty and hopes to do this in a way that is close to their daily lives. Furthermore, by presenting the game in a classroom, it can be used as an enjoyable stepping stone for further on-topic exploration. Keeping in mind the fact that school courses have to abide by a specific time frame in which subject matter has to be presented, the game is designed in such a way that it can be finished in about 50 minutes.

PING has been extensively tested in more than 20 classrooms (in Belgium) and was received favourably. A majority of the pupils were positive when it came to receiving education by means of a videogame while they also felt they had learned more about the issues surrounding poverty.

The game, which was developed by GriN Multimedia, will be available initially in four different languages (Dutch, French, Portuguese and German). It is an initiative of the King Baudouin Foundation and the Interdisciplinary Institute for Broadband Technology (IBBT). Other partners include Robert Bosch Stiftung, Fundação Calouste Gulbenkian, Companhia San Paolo, Network of European Foundations (NEF) and European Schoolnet. The PING [website](#) will be online shortly.

Introducing multimedia services provided by North American academic libraries

Prof Michael J. Miller, Associate Librarian for Public Services at Queens College, The City University of New York is one of the speakers at the Media & Learning Conference in November where he will be exploring in detail the results of the longitudinal study of several academic library multimedia centres in the US that he has been studying. We asked Michael to give us a foretaste of his presentation.

Michael: I am honored to offer a presentation entitled, "North American Academic Library Media Services, 2010" in the forthcoming Media & Learning conference. In that presentation I will explore in detail the results of the longitudinal study of several academic library multimedia centers. It's my hope that a fuller current picture of multimedia services supporting academic teaching and learning will emerge. I hope also that the vital resources, services and challenges that confront multimedia use in the teaching and learning environments in which we work will be more clearly understood. This brief article addresses some of the highlights that I discovered along the way.



Prof Michael J. Miller

Services and collections that are currently being provided by the varied institutions that have been investigated include the provision of a full array of media types; from 16mm film to VHS, DVDs, campus-wide streamed media files, slides and audio objects. Some libraries are augmenting collections by providing access to rented titles via Netflix.™ They also offer loans of equipment for audio and visual

production purposes, laptops, digital cameras, e-books and even the new iPads™ from Apple. Most of the collections are complemented by viewing/listening facilities that try to maintain access to as many legacy formats that they can manage. (This is often largely impacted by budget.) Beyond these "traditional" basics, libraries now widely provide multimedia editing workstations and software, video production facilities and services, media distribution/streaming systems, and less often video-conferencing facilities and services to augment collaborative distance learning. Small group viewing areas and multimedia training classrooms are being supported as well.

All of the above offerings are coupled with the expertise from an array of staff with training stretching from librarianship, arts education, media and computer experts. These facilities' staffs vary in size from one to several professionals and draw upon student assistance for operational and expert technology assistance. Student employees are ever more important as university/college budget resources continue to be pressed by the poor national and local economics. The energetic staff members in these centers employ web platforms for publishing dynamic collection guides, tutorial videos and online mediagraphies. They also offer varying levels of multimedia training.

I would be remiss if I didn't discuss some of the findings that drawn from the current library science research publications. Leading the way, the Association of College and Research Libraries (ACRL) "[Guidelines for media resources in academic libraries](#)" frames librarian managers of multimedia services units as becoming, "true partners in the delivery of instruction, working with faculty, technologists, and instructional developers to create 'new learning communities.'" With such leadership, academic library multimedia services units are where the savvy multi-format learner will be able to access resources both digital and analog and produce course-related learning products the likes of which we only imagined not too long ago. Challenges that currently impede the pursuit of the educational multimedia utopia include our national copyright laws and the tangential implications of market and commercial interests influencing shared vs. individual access to media resources, (including video on demand services). As media convergence happens and more information becomes multimedia, concern of the education of library professionals grows steadily. A recent survey by Laskowski indicated that librarian professional training does not largely address multimedia literacy or expertise. The digital divide still lives within the library profession. Librarianship has much work to accomplish. More broadly, professionals collaborating across learning have many new ideas to pursue. I look forward to seeing what you all say those ideas are when we meet in Brussels!"



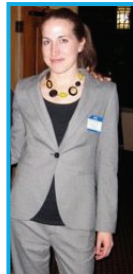
Video to play a role in supporting peaceful elections in Kenya in 2012

Conflict resolution practitioner Antonia Porter contacted us to tell us about an initiative in which she and Kenyan peace-building NGO, filmmaker Steve Sijenyi are involved. Their plan is to use a multi-platform



and inclusive approach to contribute to current efforts to build peace and minimize ethnically-framed violence in the elections. We asked Antonia to tell us more:

Antonia: 2012 will see the launch of a dramatic interactive television series, along with real-life meaningful dialogue, to promote solidarity and peaceful relations between ethnicities in the 2012 Kenyan elections. The series will use carefully constructed stories to break down stereotypes and humanise ethnicities. It aims to counteract incitements to violence during voting-time.



Antonia Porter

Informed by the experiences and emotions of people badly affected by the 07/08 post-election violence, the 6-part series TV series will promote their views about the vital importance of ethnic peace through fictional events in a multi-ethnic boma (Swahili for residential courtyard) in a low-income Nairobi neighbourhood.



Steve Sijeny

Our aim is to have not only screenings on national TV but also for the series to form an hour-long film to be screened around the country, with local mediators and community-leaders facilitating dialogues amongst community audiences. The facilitated community dialogues will address issues

in the film, relating them to the local context of each specific audience and community.

Video-based participatory research will be used to construct the TV/film story, ensuring that the content of the series is compelling and relevant to those who were affected by or involved in the violence. Young community members will be trained and supported in using flip-video cameras to conduct interviews within their own communities, asking questions that are designed to help create better relationships between ethnicities in Kenya.

Antonia and Steve are currently seeking funds for the development of this project.

Tools of the Trade

Point. Shoot. Upload. Play.

During last year's DIVERSE conference in Aberystwyth, observant conference participants could spot other attendees interviewing presenters while holding tiny cameras. Later that day, the interviews could be watched on the website of the conference. What was going on? The interviewers were volunteers from the Dutch delegation, equipped with a Flip Ultra camera provided by SURFnet, the Dutch



Organisation for ICT-based innovation in higher education. They set themselves the task to give the presenters an opportunity to articulate the main issues

discussed in their presentation. The movies were uploaded the same day to the conference website, were visitors could watch them and, if interested, could subsequently open the full presentation, which was recorded using the Echo 360 lecture capture system.

We asked one of these volunteers, André Rosendaal, from the University of Groningen in the Netherlands an experienced audiovisual professional, to tell us what he thinks of these tiny cameras that are popping up in lots of schools and colleges.



André Rosendaal

André: This article explores the strong and weak points of the Flip and other mini-cameras, with special attention to educational use. To avoid focussing on the Flip alone, I will use the general term Pocket Video Camera.

The Flip camera first appeared in 2006 as the Pure Digital Point and Shoot Video Camcorder, which was actually a successor to a one-time-use camcorder. Renamed in 2007 as the Flip Video, it almost immediately became a well-known and popular video camera. Its main features: small, easy-to-use and affordable. A camera you can simply put in your pocket, ready to start recording. With built-in memory, a pop-out USB connector, a small lcd screen, a minimum number of buttons (mainly for record, play, delete) and pre-loaded software for editing, e-mailing and sharing files e.g. on YouTube of MySpace, these cameras sound ideal for projects that do not require superior quality videos. Do the Flip and comparable cameras live up to these expectations?

Let's take a closer look at some of the specifications of the Flip Ultra to get an impression of what type of camera we are talking about. It has 4 GB built-in memory which is enough to store 2 hours of video in H264 format at a resolution of 640x480 pixels, automatic white balance and exposure, fixed focus, 2x digital zoom and a 2 inch LCD screen. It runs on 2 AA batteries, or optionally on a battery pack. It costs around €165. Pay €35 extra and you get the Flip Ultra HD, with 8 GB memory to store 2 hours of video in HD quality (720p).



The Flip Ultra (image used with permission of flipstore.nl)

The Flip is not meant to create professional videos, and should not be judged as such. Its main selling point is ease of use while at the same time delivering acceptable quality, especially for viewing on the web. It certainly fulfils these targets, although there remains room for improvement. Image quality is impressive, even in low light. But being small and having no image stabilisation, videos may be a little shaky, especially when you are doing a panning shot. You are advised not to use the digital zoom; instead, take a few steps forward.

Audio is acceptable, but there is no connection for an external microphone. During interviews, the microphone may record surrounding noise that you don't want. On my MacBook, the Flip Ultra



does not fit neatly in the USB port, as the camera is higher than the Mac, so the latter is lifted somewhat, causing extra forces on the USB connector and port. The Flip Mino fits better, by the way. If you watch your movies on the camera a lot, you may soon find yourself with an empty battery.



André caught Flipping during DIVERSE 2009

As readers of this newsletter undoubtedly know, video can play an important, stimulating role in education. Numerous examples illustrate the many ways cameras can be used for creating educational value. Often,

the process of creating a movie is more important than the video itself. This is especially true when the cameras are given into the hands of young children or students. For Clive Young, co-founder of the Click and Go Video website, number one on his Top 10 on best use of video in education was 'Students who design and shoot own videos'. This is exactly why the Pocket Video Camera can be so successful when used for educational purposes. Quality, though it has a lower limit, is not the decisive success factor here. Because shooting videos and handling the movie files is so simple and straightforward, the focus can be on the explicit and implicit learning goals, such as self-reflection, working in groups, understanding concepts, etc. Better cameras with more possibilities require more time to learn to control, are more error-prone and thus leave less time for the actual thing – shooting a video. Use your favourite search engine to find numerous stimulating examples. See, for example, [Forty-Three Interesting Ways to use your Pocket Video Camera in the Classroom](#).

Sometimes, the quality of a pocket video camera fails. The Faculty I work for offers a Master's degree programme on Journalism. Students aiming at a career in radio and television use professional cameras and editing software to produce broadcasting quality radio and programs. They can also take a pocket camcorder with them, the Kodak Zi6, for quick and easy jobs. The videos they shoot with these cameras are typically used in articles they publish in online magazines. However, sound quality is a problem, and so is focus and exposure. Obviously, the products are judged with a professional eye by both students and teachers. The cameras are less popular than anticipated. However, the teacher of Journalism I spoke to told me she does take her pocket camera with her to conferences and other meetings to interview people and capture the atmosphere of the event.

If you have decided you want to invest in Pocket Video Cameras and use them in education, you should take some time in comparing the different brands and models. Amongst the alternatives for the Flip are the RCA Small Wonder, the Kodak Zx1/Zi6 or the Creative Vado. Compare audio and video quality, ease-of-use, battery life. Do you want built-in memory or do you prefer memory cards? Decide which editing software you want to use, and whether the file format the camera delivers can be imported by that software. Flip HD cameras e.g. produce files that cannot be edited in Windows Movie Maker

directly, and you may not want to make that extra step of converting the files to a different format. Finally, save some money to buy tripods.

MEDEA News

140 Submissions from 31 Countries to MEDEA

Following the closing date of the MEDEA Awards, the organisers are delighted to announce that they have received 140 educational media entries from schools, production facilities, broadcasters and other educational media producers. Submissions vary considerably from linear video clips showing scientific processes to media-rich websites created by networks of teachers in different European countries. 3D animations and moving image essays along with multimedia resource banks aimed at particular topics are all included in this year's list of entries.

Judging takes place in August and September and a list of finalists will be announced in early October. The final awards ceremony when the winners will be announced takes place during the Media & Learning conference on 25-26 November in Brussels.

National Contact Point in Romania



ActiveWatch
Media Monitoring Agency

The ActiveWatch-Media Monitoring Agency is a Romanian NGO working to support the creation of media literate citizens and a new National Contact Point for the MEDEA Awards in Romania. ActiveWatch's Programme Manager Nicoleta Fotiade, told us more about the work this agency does in Romania.

Nicoleta: "The [ActiveWatch-Media Monitoring Agency](#) is a Romanian media watchdog set up in the 1990s. Its first activities focused on media monitoring of various social and political issues and gave rise to an awareness of the importance of helping media consumers-citizens develop personal filters for media messages. This is what led ActiveWatch 13 years ago to promote media education projects in schools, in order to raise the media literacy level of the younger generation who are first hand media users. Our first activity involved the elaboration of an educational tool intended to develop students' critical skills related to media messages. After its pilot application in three high schools, this material was developed into an autonomous optional course for high school students, "Mass Media Competence", which could be integrated officially into the curriculum of any school. A Student Textbook and a Teacher's Guide were developed to accompany the learning process. Since then, ActiveWatch's contribution to the promotion of media literacy has been translated into teachers' training activities, national research into media literacy levels and educational research while at the same time developing its approach towards more complex issues related to media education.



Nicoleta Fotiade



With its latest product, [a course](#) focusing on the development of critical thinking skills, students learn how to create a news bulletin, but in order to do this they first learn how to select, analyze and evaluate news. Right now, media-based learning appears to be even more necessary within an information society dominated by the full panopoly of daily media uses. For an efficient integration of media education into schools, teachers' lack of media skills is an obstacle. This year, ActiveWatch set out to develop a training course to help teachers improve their digital skills in order to diminish the existing teacher-student digital gap and give them the confidence to integrate new media in class. "

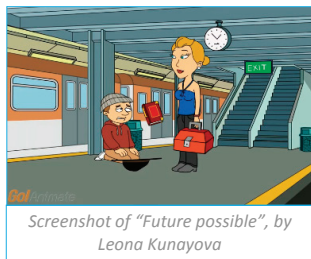


Related Award Schemes and Events

Poverty in Europe winners announced



The winners of the [60 second film competition](#) Poverty in Europe: Can you picture the way out? organised by the European People's Party and its Group in the Committee of the Regions were announced on 2 September as part of its activities to involve citizens in the debate surrounding the European Year for Combating Poverty and Social Exclusion. Leona Kunayova of the Czech Republic won 1st prize for her animated film Future possible, 2nd prize was awarded to a Greek entry from Kostas Karydas entitled It's possible and young Hungarian Máté Pálta took the 3rd prize for Something Less.



Screenshot of "Future possible", by Leona Kunayova

Scottish Learning Festival 22-23 September



22-23 September 2010
SECC ► GLASGOW

The Scottish Learning Festival is about teaching and learning and offers a number of opportunities to enhance the education profession by providing: inspiration and new ideas, an opportunity to network with peers and a range of options to enhance the learning and teaching experience for all. Organised by Learning and Teaching Scotland, this event offers a range of seminars related to the use of media in learning and the large accompanying exhibition shows many of the organisations and service providers active in this area. Find out more from the conference [website](#).

EdReNe Seminar 6-7 October in Copenhagen

The Educational Repositories Network (EdReNe) invites members and interested stakeholders to the network's 5th seminar on repositories of learning resources being held on 6-7 October in Copenhagen, Denmark. This seminar will present and discuss EdReNe's recommendations and experiences on repository strategies, the engagement of users and producers, relevant standards to ensure interoperability, and handling of intellectual property rights. Following tradition, the seminar will open with two keynotes putting EdReNe's work into perspective. Another of the seminar's themes will be the connection between the learning object and the learning line, the curriculum. Find out more from the EdReNe [website](#).



Japan Prize and CrossMedia Forum 20-27 October in Tokyo



The world's largely and arguably most prestigious international contest for educational media takes place in the NHK Broadcasting Center, Shibuya, Tokyo. This year, the contest received 409 entries from 226 organisations from 64 countries/regions and accepts linear entries as well as non-linear entries in the form of websites, games and other interactive materials. The CrossMedia Forum provides an opportunity to experience the latest educational media and to meet other media professionals from around the world and offers many learning opportunities for people in the field of media and education. Find out more from the Japan Prize [website](#).

Italy's Education Show 17-19 November

ABCD is Italy's leading event devoted to school and education and is being held on 17-19 November at the Genoa Fair & Exhibition Centre. This show, which offers a 360° view on the education sector as a whole, features exhibition areas, workshops and conferences. This year the [Dschola](#) Association is organising a conference as part of this event on School Design for Digital Natives. More information about ABCD and the Dschola conference is available from this [website](#).



Contact information

For more information, to submit content or to unsubscribe from this newsletter, please contact Nikki Cortoos at the MEDEA Secretariat:

Nikki Cortoos, MEDEA Secretariat
Address: ATIT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium
Tel: +32 16 284 040, Fax: +32 16 223 743
E-mail: secretariat@medea-awards.com