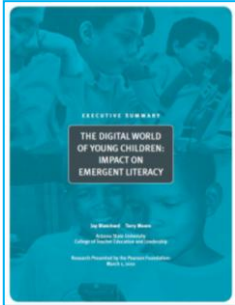


Media in Education News

What's the effect of media and digital resources on young minds?



Pearson Foundation published a report recently entitled "The Digital World of Young Children: Impact on Emergent Literacy" which addresses the importance of studying the effect of digital media on young minds. Written by Jay Blanchard and Terry Moore from the Arizona State University College of Teacher Education and Leadership, this report asks as many questions as it answers, will an increased access to digital media lead young children to self-direct their own

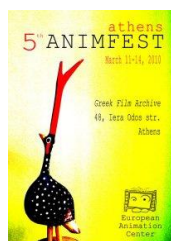
learning process? What might be the effects of added digital stimuli on attention and comprehension? Download the report from the Pearson Foundation [website](#).

Free Webinar on Video Management Systems

eSCHOOL NEWS are organising an interesting free [webinar on choosing a Video Management System](#) (VMS) for educational purposes on Thursday, May 20th. This webinar will address questions like 'What is a VMS?' 'How educational facilities' feature and purchasing requirements differ substantially from commercial users' and 'How to choose the correct VMS for your situation'. It takes place at 20.00 CET and registration is now open.

Greek Education TV cartoon series receives award

The Educational Television service operated by the Greek Ministry of Education was awarded a prize in the category "Educational Films" at the 5th ATHENS ANIMFEST AWARDS 2010 recently with their series of animation stories called "A Letter: A Story". This special cartoon series combines entertainment with education, helping very young students to comprehend the basics of the Greek language. This awards scheme was organised by the European Animation Centre, to find out more, visit their [website](#).



Policy brief on the impact of Social Media in Europe published

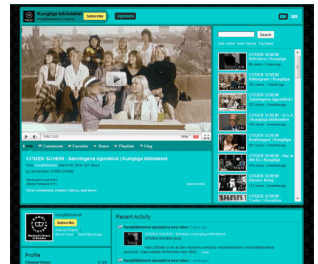
This [briefing document](#) prepared by the Institute for Prospective Technological Studies (IPTS) in collaboration with the European Commission's DG Education and Culture traces the take-up of social media applications generally in society. It makes the case for how such media provides new opportunities for innovating and modernising Education and Training institutions and for preparing learners for the 21st Century. It puts forward a set of recommendations for how best to do this and highlights learning strategies that can make use of social media, contributing to the modernisation of Education and Training in Europe.

More than 75% of teachers in USA use digital media

The 7th annual study from PBS on media and technology use provides a range of useful inputs on the take up of digital media in the US. This report also provides interesting research findings on the specific use of video and the increased use of short video segments in place of full video programmes. The most popular length of video segment found in this study was between 5 and 10 minutes. A [report](#) on this study is available from the PBS site.

Significant interest in Swedish audiovisual heritage

The National Library of Sweden launched its [own YouTube-channel](#) in autumn 2009 which includes audiovisual materials selected from the Audio Visual Department's web exhibition and lecture series "News!" This exhibition contains news clips from the National Library's large collection of audiovisual material, and its aim is to show how the news service has changed in Sweden during the 20th-Century. This selection of Swedish news reports includes items spanning 100 years and all items are contextualised with extensive metadata and tags but otherwise no publicity campaign was made except on the major web page of the National Library. Despite this the channel has had over 100,000 views, showing the interest that exists in this type of media resource.



Feature Articles

EuroCreator offering video resources for and by teachers

[Dun Laoghaire Institute of Art, Design & Technology](#) (IADT) hosts the national film school of Ireland and are at the cutting edge in the promotion and use of multimedia in education in Ireland and across Europe. IADT are also a partner in the MEDEA Awards project. [FIS](#) is an inter-related group of projects, for schools, community and development, all based on the power of digital storytelling initiated by IADT. One project that has emerged from the FIS/IADT media sharing platform for teachers and schools developed for the European Year of Creativity and Innovation in 2009 is EuroCreator. Philip Penny from IADT tells us more.



"EuroCreator is an educational initiative designed to encourage students and teachers throughout Europe to create at least one piece of media. To support this initiative, the EuroCreator [website](#) has been developed to facilitate educators and recognise and reward the creativity of young people. EuroCreator offers a pan European platform for students and educators to get creative and share their work.

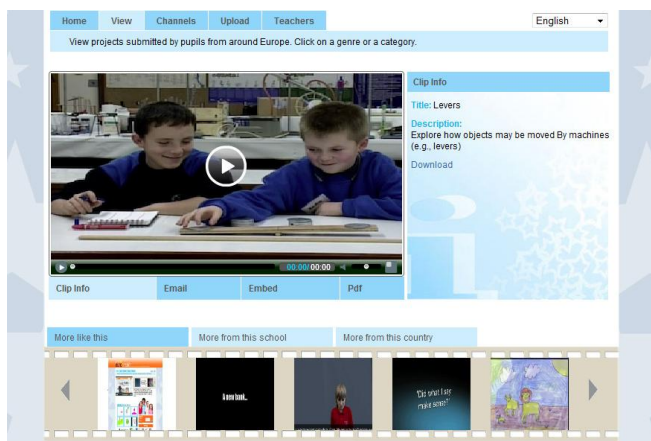


Philip Penny

The project itself was developed in 2009 to coincide with the European Union Year of Creativity and Innovation, and in the space of 12 months saw 1,500 teachers from 27 countries actively get involved in sharing moderated digital media content. Since then the project has gone from strength to strength, adding over 25 new and enhanced features as well as supporting a number of new languages.

What then is EuroCreator? In many ways, EuroCreator works in similar ways to the most popular media sharing websites, users are able to view, upload, and share their media. EuroCreator has features users will be familiar with such as the ability to embed videos across websites, allowing teachers and educators the ability to stream their media on their own website without the need to prepare servers to video stream, and the ability to share videos across all forms of social networking are present on the site.

What sets EuroCreator apart from the average site however, is its specific features for education, namely the way it moderates its content. Every single piece of media that is uploaded to EuroCreator is moderated before it goes live by an educator or digital media professional. What this means is that every single video, picture, song or podcast is checked for its suitability and/or copyright infringements, meaning the site can be safely viewed and shared in the classroom environment.



To add to the EuroCreator experience even further, successful uploaders receive positive feedback from their moderator, giving them advice on how to progress their techniques. All this is provided free of charge and with no pop up advertisement. 2009 then was a highly successful year for this new project and with a range of new features going live on the site over the past few months, the expectations for 2010 are eagerly awaited.

One of these new features is a first for media sharing in the educational environment anywhere in the world. EuroCreator is launching an incredibly powerful PDF uploader, a function that will allow teachers and educators to link classroom materials such as assessment sheets or handouts with videos live on the site. Each PDF will be linked to one particular video meaning educators can develop whole subject specific learning materials on the site.

Coupled with this PDF uploader is a new voting feature that will allow EuroCreator to facilitate a wide variety of competitions. Each video will have the ability to be voted on, creating an interactive experience for the user as well as giving educational institutions an easy and simple way of running media based competitions. With these and a variety of other

updates and changes now live on EuroCreator, it is well worth checking out.

Taking podcasting a step further



The UK based Media Enhanced Learning Special Interest Group (MEL SIG) brings together practitioners from higher and further education in the UK to share their experience and expertise in the uses and benefits of educational podcasting for supporting learning and teaching. We invited Jethro Newton, Dean of Learning and Teaching and Professor of Higher Education at the University of Chester, UK and Chair of the MEL SIG Steering Group to tell us how this interest group is evolving and the types of services and resources it offers.

"This SIG has emerged from the Podcasting for Pedagogic Purposes SIG and has extended its remit to include a focus on both audio and video. Since its inception in early 2008, following initial funding by the Higher Education Academy, the SIG has seen a shift in the sector's appreciation of podcasting. The SIG has been able to highlight small pockets of innovative practice by staff and students and this has resulted in a shift from understandings concerned simply with institutional service-led approaches for recording and distributing lecture content, towards a position where digital audio and video have become valued as a highly adaptable media in the hands of academic or student producers.



Jethro Newton

Such methods are frequently highlighted at SIG event 'Thunderstorm' sessions - rapid 10 minute/10 slide presentations by academic practitioners sharing their ideas. In these sessions accounts of student-generated podcasting assignments as alternatives to essays, sit alongside research into cognitive and distraction theory. As there's so much to learn about what educational podcasting is, what it can be, and how it is being used, the Thunderstorms serve to generate and refresh thinking amongst the experts and novices, academics and developers, and the university and college participants who contribute to SIG events and activities.

MEL SIG activities are organised by a Steering Group whose members are drawn from higher and further education institutions across the UK. To date, we have delivered one-day events all over the UK, including England, Northern Ireland and Scotland. We visit Wales next. Events are designed to have a regional element. Each follows a similar format, with a morning session that includes a keynote, a presentation on 'educational podcasting' generally, and a regional/local input, and then an afternoon of parallel workshops, which are very much 'hands on' and which cater for both novice and the more expert practitioner. A typical event can be found on our current events [webpage](#).



Throughout its short history MEL SIG has been clear that the learner's experience of learning is key to the opportunity that needs to be explored. To this end student panels have been a feature of some events. Whilst other projects may be fascinated by technology, this group

is intent on finding and developing good practice and ensuring that there is a strong, well-informed voice in the sector to guide funding agencies and institutions in developing suitable infrastructure.

In addition to regional events, a [MEL SIG wiki](#) is used to support dissemination and the sharing of resources; it acts as a repository for members' contributions. The resources gathered together are freely available to anyone interested in using podcasting for educational purposes, whether staff or student generated. There are a variety of accessible [resources](#), including 'how to' hand-outs on designing, recording and publishing podcasts, both audio and video. There are also contributions from members in the form of demo podcasts, both on the wiki and at our [Podcast Channel](#). Also available is a '100+ Ideas for Podcasting' page where members have suggested an abundance of [uses of podcasting in education](#). Finally, we are currently building up a repository of research papers, where members' (and other contributors') research papers can be accessed.

Media and teaching supported by KlasCement

In Belgium, teachers are motivated to work with [KlasCement](#)  [.net](#)  portaal site voor en door onderwijs organisation, called KlasCement. We invited Wim Van den Brulle from KlasCement to tell us more about how KlasCement works.

"More than 60,000 teachers, mostly from Flanders, the Dutch speaking part of Belgium, and partly from the Netherlands are sharing learning objects online such as presentations, courses, articles and sites and since last school year, this has also included media.



Wim Van den Brulle

Members of our online community can make free use of these media files for their lessons. Teachers can find various clips on our portal site, such as ['Shift happens'](#), ['What is podcasting'](#), ['What is a firewall'](#), etc. By the use of this media, it is very easy to bring the world in the classroom. In this way pupils can learn and experience for themselves what the world looks like outside the school walls.

Once you become a member of this educational portal, which is totally free, you can start searching for [multimedia](#). Alternatively, you can just



start looking around or you can try to find a specific clip by the use of the powerful search engine. And you can even filter the results by educational level, subject, role, etc.. Thanks to the combination of this search engine and this filter teachers can find exactly what they are looking for without wasting time and going through hundreds of pages with links. Because that's what they would experience using major search engines. This is what makes KlasCement very valuable among teachers in Belgium and the Netherlands and why the site is so successful.

KlasCement is also very proud of the fact that we can offer our users high-quality objects because we moderate all content and all reactions which appear on the site. This moderation, which operates according to well-defined standards, is one of the unique strengths of this community. Hope to see you soon on <http://www.klascement.net/multimedia/alles>."

MEDEA News

Deadline for Entries to MEDEA Awards 31 July 2010

Entries are already arriving at the MEDEA Secretariat for the 2010 Awards and it looks like the level of interest in this year's awards will be even higher than in 2009. Entrants are taking advantage of the online submission process where they can choose to submit their entry in French, German or English and which allows entrants to follow the progress of their entry from submission through to judging.



Featured Finalist 2009: OU Studiecoach

One of the most popular finalists in the MEDEA Awards 2009 was 'Studiecoach' produced by the Dutch Open University and intended as an online resource to support their online learners. We invited Marion Stevens and Lisette Meijrink from the Dutch OU to describe how they put it all together.



Marion Stevens & Lisette Meijrink

Lisette: "I remember two years ago Marion said: 'Lisette we are going to broaden our horizons. You know... The Open University is a university for distance learning. Our students study at home and there is practically no personal contact during their study process, which requires a great deal of discipline. So, our main goal is to help our students during their study process.'" We offer them different services: online and face to face. And we wanted to prevent the number of drop-out students.

We did research into what problems students have, what they need. We developed a general Start and Support model and included it in the study process. We formed a team and new ideas arose. The didactical team and the designers worked the ideas out together which included Flash video, interactive instruments, tests, games and new methods. The starting point was video as a method of instruction. We created a virtual Study Coach on

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the website: Nicky Jansen. She introduces the themes. All themes are presented by experts in video clips. The first video was about multiple choice exams with online practice exercises. The website is intended for our students as well as prospective students. In fact we made it open for everybody in the world.



How is it working now?

At the moment it is used worldwide by students and we notice now that it is also being used by people not involved in Dutch OU courses, for example business people who are looking for training programs. We opened the website in January 2009 and up to now we have had about 58,000 clicks. That's about 200 visits a day. The average time they spend on the Studiecoach site is more than 4 minutes. That means that it captures their attention.

We started with the idea of developing themes on the Studiecoach website supported by workshops in our study centres. We had to figure out how to put material on the website in an open and user friendly way. We adopted the idea of using Tony Buzan's Mindmapping approach. We formed teams around each subject (Stress management, Time management, Multiple choice examination training, Academic writing, Presentation and so on), we wrote the technical scenarios and film scripts, we hired actors and professionals and made the videos which are then put on the website.



When you look at Studiecoach, you see the basic concept. We visualize questions which students have (real questions and problems!) and the expert answers these, which can be helpful. In this way the student creates his own interview with the expert. Studiecoach is an evolving and growing process, which will continue to change with new programmes, new workshops and new ideas which students are also asking for.

We are now developing an interactive course around Speed reading. In September of this year we hope to launch it. This will be the start of a prototype of the cloud model theory in practice. Totally new, but we believe it will be very useful for our students.

Our future plans for Studiecoach include developing all kinds of themes with useful information and guidance, instruments, tools and help for our students and with our students. That last part is essential, because we

believe in the cloud model for the Internet. That is why we want more interactive tools and reaction forms and chains in our website. We can learn what students need by using their questions and remarks, but also their problem solving techniques. We are building our own 'Wikipedia' for the Open University Study process."

Related Award Schemes and Events

Entries to EUROPRIX Welcome!

The EUROPRIX Multimedia Awards is a European contest aimed at students and young professionals who work on innovative projects in the field of e-contents and design - using whichever multimedia channel or platform they prefer. This awards scheme is now more than 10 years old and offers a terrific platform for young digital designers to promote their work. This year there are 9 different categories for entrants to choose from, the closing date for receipt of entries is July 1, 2010. Find out more from the EUROPRIX [website](http://www.europrix.com).



Japan Prize

The JAPAN PRIZE was established in 1965 as an international educational programme contest and is recognised worldwide as a leading platform for educational TV and video producers. Since 2008, the JAPAN PRIZE has evolved into an International Contest for Educational Media and expanded its target to a variety of audiovisual multimedia products with educational value. This year the closing date for entries is July 31, find out more from the competition [website](http://www.japanprize.com).

JAPAN PRIZE 2010

INTERNATIONAL CONTEST FOR EDUCATIONAL MEDIA

Deadline for Media in Learning Conference submission 1 June

Proposals to make a presentation or lead a workshop or demonstration at the Media and Learning Brussels 2010 conference on 25/26 November are welcome. Topics include; digital and media skills and competences, fostering the creation of media-based resources at all levels of education and training and use and re-use of existing media resources in education and training. The closing date for submissions is 1 June 2010. More information is available from the conference [website](http://www.mediaandlearning.com).



Contact information

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

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