



Media & Learning News

Publish your academic articles in video format

JoVE is US-based scientific video publishing house with international ambitions. While it historically focused on biomedical science research, it has now grown into 13 sections, including chemistry, engineering, environmental sciences, behaviour, and cancer research. Since 2010 when it was founded as a biology journal, JoVE has been creating and releasing science education video collections for undergraduate and graduate classes in multiple fields. JoVE has 1000+ peer-reviewed video articles published which rather begs the question, can video be a driving force for scientific publication in the future? Take a look at JoVE [here](#).



Finnish journalists help pupils check facts



The International Press Institute recently reported on an initiative in Finland whereby Finnish journalists are going into Finnish schools to share their expertise on journalistic practices and social responsibility. The project behind this initiative which launched last autumn is called 'Faktana, kiitos!' which roughly translates as 'Facts, please' and follows a trend for such initiatives which are already happening in France and the UK. Read the full IPI article [here](#).

New report on Digital Education Policies

The European Commission's Joint Research Centre has recently published a report "Digital Education Policies in Europe and Beyond: Key Design Principles for More Effective Policies". This report finds that, on the whole, policies are more sustainable if they are embedded in an overarching strategy, if cost savings can be made and if a governance structure is established that is responsive to implementing necessary changes while ensuring continuity over time. The report includes 8 core guiding principles, which can serve as a reference point for policy-makers for the design and implementation of digital education policies. Download the full report [here](#).



Journalists and schools working together on media literacy in Czech Republic



The European Journalism Observatory recently reported on a survey in the Czech Republic that shows how Czech journalists believe media education is increasingly important and agreed that news organisations should be involved in educating audiences in, for example, how to ensure news sources are reliable. Media education is already part of the country's school curriculum and many journalists work with schools to develop students' understanding of the news process: including demonstrating how content is created and how it can be vulnerable to manipulation. Read the full story [here](#).

Online courses don't work says WIRED



Prestigious tech magazine WIRED carried an interesting online article recently by Lior Frenkel who argues that online education has simply not lived up to its promise, Frenkel cites poor completion rates and motivational challenges to back up his argument while highlighting the inroads that are being made by

alternative educational platforms to meet the desire for the experiential forms of learning required by the newest form of worker – Homo adaptus. Read the full article [here](#).

Featured Articles

Media in Action project kicks off to a good start

by Angela Marie Rees, Pontydysgu - Bridge to Learning, Wales, UK



Angela Marie Rees

The Media in Action (MIA) consortium met in Cardiff's Principality Stadium at the end of January for our project kick-off meeting. There was an air of excitement and a keenness to hit the ground running in this one year pilot project co-funded by DG Connect. Work has already started identifying existing good practices and competency frameworks key to making the project a success. We hope that our good vibes have a positive effect on the teams due to play in the Six Nations Rugby tournament over the coming weeks, although being a European project we couldn't quite decide who to support when Wales isn't playing!

Media in Action is a project in educator training in media literacy and storytelling. The project will work directly with educators such as youth and community group leaders, teachers, trainee teachers, teaching assistants, librarians and others involved with education for children aged 6-18.

Media literacy is an essential skill for any generation to master. Becoming media literate means young people build communication skills, and also become equipped with the tools to interpret, to understand, to critically question and to interact with media. The ability to create your own media is empowering and outlets such as a blog or a podcast give a platform for young people to tell their personal story so as to build a place in culture and society. In this particular aspect, we intend to take advantage of digital storytelling inspired in journalistic techniques, as educational tools.

We want educators to be able to work with their school and community groups to use multimedia such as blogs, videos, podcasts and social media to tell their own stories. We are also well aware that educators face a lot of pressure, as such we would like to work with and alongside them to produce a needed, useful and meaningful resource rather than a bolt on 'one more thing educators are responsible for'.



MIA will provide training and support materials and workshops aimed at increasing critical thinking towards the media among citizens. The training and resources will be split into two main areas, theoretical and practical and



the emphasis of the project is on participation and learning by creating. In the process of creating media we can teach people how media works.

We also want to provide educators with the underpinning tools of understanding and knowledge about what media literacy is, the historical context, and the tools to critically evaluate media.

Educator workshops are expected to run in the second half of 2018 and the open access resources will be freely and publicly available from the website.

The Media in Action consortium is a group of professionals, academics, researchers, journalists and education specialists from across Europe. We have academic specialism in journalism and participatory media from



COFAC in Portugal, experts in training and working with disadvantaged social groups from Cooperativa Nuova Dimensione in Italy, a network of journalists and educators Grupo Comunicar Andalusia and education policy specialists KIC Malta. The project is coordinated by Pontydysgu, an education research and training company based in Wales UK.

You can join our network, keep up to date with our progress and request more information at [this address](#).

Mapping student engagement with 360 degree video content through user-annotations and analytic visualisations

by Dr Sabine Tan, School of Education, Curtin University, Australia



Sabine Tan

Off-campus online learning has become a dominant trend in the higher education sector in response to rapid advances in digital technology and increased pressures on universities worldwide to 'reinvent' themselves to stay relevant in a changing educational environment. However, viewers of conventional videos in online teaching and learning still experience the mediated world as a flat, two-dimensional space. In

order to provide students with the enhanced opportunity of experiencing video-recorded learning situations and activities from a 360 degree immersive perspective, we developed an interactive web-based application which allows them to explore the 360 degree video space from different angles and directions.

At this stage, it is not generally well understood exactly how 360 degree video technology can be used to improve online teaching and learning. For this reason, our application includes facilities for annotating the 360 degree videos, and data analytics in the form of information visualisation (e.g. heat maps, viewpoint tracking, area of interest displays) for mapping student engagement with 360 degree video content.

The 360 degree video application was developed in the project "Encouraging and Mapping Student Engagement through 360-degree Video Annotation and Data Analytics", funded by the Australian Technology Network (ATN), with the aims to improve the quality of the student online experience and enhance critical engagement with course content.

The project, led by Professor Kay O'Halloran and her team, is being undertaken at Curtin University, and five other universities across Australia, where the app is currently being trialled in mathematics and science teacher education programs.

The [360 degree video application](#), developed by Michael Wiebrands, consists of a browser-based application and desktop versions for PC and Mac. The browser-based video player is intended for general student use, while the desktop app, with additional functionalities, is intended primarily for academics' use. The online 360 degree video application provides teachers and students with a panoramic view of classroom activities recorded with 360 degree cameras, and has facilities for annotating the content by means of user-generated free-text messages that can be temporally and spatially positioned as overlays in the video. The annotation tool allows lecturers to set learning tasks and ask questions in a context where online students can engage with and reflect critically on teaching and learning practices, and educational content and activities. The notes tool can also be used by students to respond to set tasks or perceived learning difficulties.



Notes Annotation Tool

In addition to these tools, the desktop version for academics' use has additional facilities for tracking student viewings through data analytics in the form of information visualisations (e.g. heat maps, viewpoint tracking, area of interest displays) to provide feedback to lecturers for evaluating student engagement with video-recorded classroom activities. Dynamic view displays (shown as circular overlays with a fixed radius), for example,

provide information about the ways in which students interacted with the videos in terms of the spaces they explored in the 360 video environment. View displays defined by the user recorded field of view (in which case the size of the view area changes in accordance with a viewer's player window adjustments) provide additional information such as whether viewers manipulated the player window or zoomed in and out to focus on a particular area or activity. Students' engagement with the videos and the spaces viewed can also be visualised in the form of static and dynamic heat maps. The application also includes an Area of Interest tool which allows lecturers to create bounded areas of interest based on certain activities or scenes that students are expected to watch. In this way, the analytic visualisations can offer vital information about which classroom activities and tasks attracted the most or the least attention, from the whole class and individual students.



View Display Tool



Heat map with Area of Interest

Although we have yet to fully examine and synthesize the information gained from the data analytics in our on-going project, we envision that the application will prove useful for both pre-service and experienced teachers to reflect critically on their own learning and teaching practices and, ultimately, lead to the development of new strategies and competencies for teaching and learning with 360 video technology.

You can find out more about the project [here](#).

Editor's note: We are delighted to announce that Sabine will be one of the speakers at the Media & Learning Video in Higher Education Conference taking place 14-15 June in Leuven when you will have a chance to ask her more about this project.

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Lecture capture brings added educational benefits in University of Aberdeen

By Dr Emily Nordmann, School of Psychology, University of Aberdeen, UK



Emily Nordmann

The use of lecture capture in higher education is widespread, however, it is not yet ubiquitous and its use not yet without controversy due to academic concerns that student attendance at lectures and subsequent achievement will suffer. We conducted a study at the University of Aberdeen investigating the use and impact of lecture recordings across all four years of our psychology degree programme.

Importantly, rather than asking students to report on their attendance or recording usage at the end of term, as many other studies on the topic have done, we collected attendance in class and recording usage data from the media server allowing us to measure recoding use in minutes and seconds.

Across students in all years of study, we found that attendance and recording use were positive predictors of attendance. That is, students who attended more lectures and used the recordings more tended to do better on their final exam (although in all cases, attendance was a stronger predictor than recording use). Additionally, we found no relationship between how much students used the lecture recordings and their attendance, suggesting that they are not using the recordings to skip the lectures as feared by many lecturers. However, more interestingly, the findings differed by year of study.

For first year students, the positive relationship between attendance and recording use and achievement was the strongest. There was also an interaction between attendance, recording use and GPA (grade point average). Low GPA students with high attendance benefitted from using the recordings more, suggesting that recordings are useful for weaker students when they are used as a supplement (but not as a substitute for live lecture attendance). Students with average and high GPAs on the other hand, appear able to mitigate the effects of not attending the lecture by watching the recording as a substitute. Additionally, for first year students we also found that non-native speakers of English used the recordings more than native speakers, suggesting that lecture capture is indeed used for the reasons we want it to be used.



For second year students, the relationship was much weaker and there was no longer a difference in recording use between native and non-native speakers. For third and fourth year students, there was no relationship at all between recording use and any other variable. At no individual level was recording use related to attendance.

Our findings are interesting for several reasons. First, they add to a growing body of research that not only refutes the idea that lecture capture might be harmful for learning, but actively proposes it can bring educational benefits. Second, our research shows that we shouldn't take a one-size fits all approach when we try and talk about the impact of lecture capture technologies. We think that the reason we see the biggest impact in our first-year students is a combination of educational maturity and the type of knowledge they're trying to acquire. The first-year courses focus on

knowledge acquisition, that is, learning facts and theories and so being able to listen to the lecture again will be particularly beneficial. By their final year, it's less about learning facts and more about critical analysis and synthesis – learning the lecture off by heart isn't going to help much in an exam. It's important to consider the type of learning that's taking place when evaluating whether lecture capture will have any benefits, but we find no evidence at any level of study to support the concern that recording lectures will lead to lower attendance and negatively affect learning.

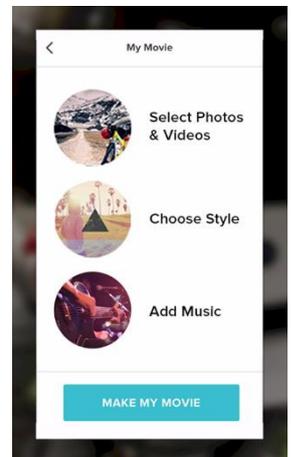
You can read the study in full [here](#).

Tools of the Trade

Hands free smartphone video editing

by Mathy Vanbuel, ATIT, Belgium

Video has become an everyday tool on our laptops, in our social media, on our smart phones. We watch it everywhere and many are also creating videos to share, because in the end that's what you want to do, you want people to look at what you created because you thought it was interesting. App makers are coming to help those that want to do that little bit more than just press the start and stop button and who want to create short stories: this Magisto app for example allows aspiring video makers to create videos edited with the media assets on their phones.



Magisto works in three simple steps, there is NO learning curve involved. Firstly, add the media you would like to see included in your video (these can be videos and/or photos). Next choose a theme to add a consistent visual and editing style to your final product. Finally choose a soundtrack and add a title and press "Make my movie". Within a few minutes the server comes back with a smoothly finished video that can be shared easily on Facebook, YouTube, or Instagram. A word of warning: the free version offers only a limited choice of themes and it does not allow any user interaction with the selection of music or the edits themselves, this is not Premiere of FCP, it really is a starter package. The professional version (with a monthly license fee) offers advanced editing facilities. The business version of the application provides viewer analytics. It is hands-free editing and just right to give the aspiring video maker a taste of storytelling by video.

If you are more ambitious we recommend other apps like Premiere Clip, PowerDirector or the like, which give you more control and more freedom.

A trial version (for iOS, Android and browser) with limited functionality is available for free [here](#).

Media & Learning Association News

Mediasite to be gold sponsor for Media & Learning Conference

We are delighted to announce that Mediasite will be the Gold Sponsor of this year's Media & Learning Video in Higher Education Conference. Mediasite Video Platform is used in 1,500+ colleges and universities around



the world for academic video, lecture capture and microlearning. Mediasite boosts student achievement and retention, creates dynamic content hubs and helps schools stay competitive. Learn more [here](#) and @Mediasite.

The Media & Learning Video in Higher Education Conference is organised jointly by the Media & Learning Association and KU Leuven. Keep an eye on the conference [website](#) to see who else is exhibiting.

Proposals from 11 countries received for conference agenda



This month the conference organisers and advisory committee members will be reviewing the many proposals that have been submitted for this year's Media & Learning Video in Higher Education Conference taking place on 14-15 June in Leuven, Belgium. A draft agenda will be announced at the end of February promoting confirmed speakers and conference highlights. Meanwhile registration is open [here](#).

Medea Awards 2018 – submit your entry before 28 February

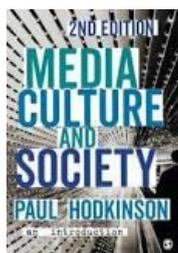
Remember – the deadline for sending in your entry to this year's MEDEA Awards is 28 February 2018. You can submit your entry for one of the two main awards; the MEDEA Award for Professionally Produced Educational Media or the MEDEA Award for User-Generated Educational Media. Entry forms are available on the MEDEA Awards [website](#).



Media & Learning Book Review

Media Culture and Society

by Paul Hodkinson, reviewed for Media & Learning by Paul Held, Friedrich Alexander University Erlangen-Nuremberg, Germany



Hodkinson provides a second, enlarged, edition of his "classical" introduction to Media, Culture and Society from 2010. The book is very well structured, with introductions, conclusions, questions and exercises, and suggested further readings. It is split in three parts: Elements of Media, which covers technologies, industry, content and users; a second section on Media, Power and Control, with topics like manipulation, origination of news, control/censorship of/on orientation and content, advertising, media and the public sphere; and finally in part three, Media, Identity and Culture: identity and stigmatisation, race and ethnicity, gender and sexuality, and the question of saturation.

This very broad approach is one of the problems of this publication. The more you progress in reading this book, the more you have the impression of a growing book, where ever more pages wait to be worked through. This goes along with the sensation of redundancy and moments of déjà vu. In many chapters, the author goes "back to the roots" which means Marx, Habermas, Adorno et al. No doubt, these are very honourable historical people, but it is not easy to apply their theoretical frameworks to the digital era in which we find ourselves now. Here, the author often fails. Most of the text is devoted to classical media like broadcast or print and only a very small amount of elucidation is provided with regard to the digital immersion with which we are

faced. The cited literature ends more or less in 2014, so not entirely up-to-date. To conceive a text about aspects of digitalisation without being outdated is, admittedly, difficult to achieve. Regrettably, Hodkinson constitutes no exception.

Altogether, the publication has also merits: It provides a large fund of discussion topics, e.g. for a seminar, which may be embedded in a more up-to-date context. Moreover, the author provides a comprehensive glossary which is of some interest.

The publication is available for about €30 and is published by SAGE, ISBN 9781-4739-0236-7.

Resources of the Month

Here is a selection of resources recently added to the Media & Learning Resources Database:

- [Online safety resources](#) launched by Netsafe in New Zealand for Safer Internet Day 2018, this site also includes a very useful Staying Safe Online Guide.
- [Infographic on the use of concept maps in education](#) provides a quick and handy guide to why concept maps are useful as well as a link to 9 concept mapping tools that you can use in class.
- [6 iPad apps for self-learners](#) provides links to some of the best-known online learning resources including TED and iTunesU.
- [Media Literacy Booster Pack](#) provided by NewseumED offers tools to tackle eight pressing challenges, from recognising bias and propaganda to leveraging your role as a media contributor.

Awards Schemes & Events

Video Concept Competition "Say No! Stop Violence against Women"

The European Youth Portal recently announced a competition aimed at young professionals and students based on presenting a concept for an awareness raising video to be used on social media.



The short video should raise awareness of violence against women and encourage people to speak out against it. Deadline for submissions is 10 February. Find out more [here](#).

EDULEARN 2-4 July Palma de Mallorca, Spain



The 10th annual EDULEARN conference takes place this year in Palma de Mallorca in Spain and the call for abstracts is now open. There is a broad list of topics open for this year categorised under two main headings; Education and Technology in Education. The closing date for receipt of abstracts is 22 March. Visit the conference [homepage](#) for more information.

For more information, to submit content or to unsubscribe from this newsletter, please contact the Media & Learning News Editorial Team. Address: ATiT, Leuvensesteenweg 132, B-3370 Roosbeek, Belgium Tel: +32 16 284 040 E-mail: news@media-and-learning.eu