



MEDEA2020 – Sharing Good Practice in the Use of Media to Support Learning

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Abstract

The MEDEA Awards have established themselves in the first 3 years of their existence as a unique forum whereby excellent examples of media use in education and training are recognised and celebrated. The MEDEA Awards have expanded through the European Commission supported project MEDEA:EU, which enabled the awards to operate in French and German as well as in English.

MEDEA2020 is a dissemination and exploitation project, partially supported under the Lifelong Learning Programme (KA4), which further extends this work by fostering the exchange of good practice amongst those actively creating and using media to enhance education and training in Europe.

1. Introduction

There is significant interest amongst the target education and training sector in the use of media. This has been particularly boosted by the increasing availability and ubiquity of media related tools and resources in all walks of life. This is demonstrated by the extent to which media usage is reported in initiatives and networks like eTwinning, EuroCreator, DIVERSE and the many projects supported by the European Commission related to media usage under programmes like the Lifelong Learning Programme. However much of the expertise and knowledge generated in these types of initiatives remains unavailable to the wider community. Furthermore, there is a clear need to enhance the level of digital competence amongst the teaching and training professions as reported recently in the TALIS survey[1], which states that majority of teachers would like more professional development (particularly on special learning needs, ICT skills, and student behaviour).

More and more attention is paid to the need to bring media and digital competences and resources brought into formal teaching and learning situations as stated in the Joint Progress Report of the Council and the Commission on the implementation of the "Education & Training 2010" work programme [2]: "*young people increasingly learn ICT skills informally, and aspects such as critical thinking in the use of new technologies and media, risk awareness, and ethical and legal considerations have received less attention. As ICT use becomes more pervasive in people's lives, these issues should be explicitly addressed in teaching and learning.*" This interest is not confined to compulsory and higher education, in the Adult Learning Action Plan [3] for example, attention is being paid to literacy, languages and digital competence particularly among low-skilled and/or unemployed adults and immigrants.

The MEDEA Awards are attracting more and more high-quality examples of inspirational media from those working in all sectors of education and training, including compulsory level education, higher education, lifelong learning and the training sector. However, this expertise often exists in 'pockets': while a great many producers and individuals demonstrate terrific skill and know-how, access to such expertise among the wider educational and training community is not evident.



The experience shown by the MEDEA Awards and other initiatives of this type is that stories told and examples shown from real life teaching environments can be remarkably valuable in promoting and motivating others to do the same. However such stories are not always easy to find.

MEDEA2020 aims to heighten awareness among this community as to the value of media in learning, to raise the levels of skill by providing access to resources, expertise and inspirational examples, to enthuse and motivate practitioners about the use of media and to raise awareness and know-how amongst policy makers about trends, developments and practice in this area.

2. MEDEA Awards

The MEDEA Awards were launched in November 2007 and have been an immediate success with submissions sent in from across Europe and beyond. Over the years, several new awards have been introduced, recognising and rewarding different aspects of the field of media in education and its importance in a European context.

The MEDEA Awards have established themselves in the first 3 years of their existence as a unique forum whereby excellent examples of media use in education and training are recognised and celebrated. In 2010 the competition attracted 140 entries from 31 countries, a jury of 74 education and media experts from 26 countries evaluated the MEDEA entries.

The aim of the MEDEA Awards is to encourage innovation and good practice in the use of media (audio, video, graphics and animation) in education. The awards also recognise and promote excellence in the production and pedagogical design of media-rich learning resources, with a clear pedagogical vision: it is only when video and audio are routine components of education and online learning, that we will have an educational environment that reflects the media-rich world in which our learners now live.

The MEDEA Awards are supported by a large number of networks, organisations and individuals who support the rationale and mission of this initiative. The management of the awards is made up by an organising committee and an advisory committee: they are responsible for the day-to-day management of this awards scheme and are in charge of promoting the awards, providing practical support for the organisation of the Awards and identifying judges to take part in the selection jury.

The MEDEA Awards Judging Panel consists of more than 70 multilingual judges who are key players and experts in the educational multimedia sector as well as representatives of higher education institutions, research centres, production houses and broadcasters specialised in the use of audio and visual material in education.

Over 40 best practice examples of media-enhanced learning have been published on the MEDEA Awards website, often enhanced with interviews. They include for instance the overall winner in 2010 *BBC News School Report*, which gives 11-14 year-old students in the UK the chance to make their own news reports for a real audience, and *Bla Bla Bla e-democracy e minori* by the Italian primary school Direzione Didattica di Cassola in which students of the 5th year acquired media literacy and multimedia production skills by learning about the cinematographic and audiovisual language and creating a digital cartoon. Other examples include class projects such as a short film or multimedia-supported pervasive game raising awareness on bullying and violence, a stop-motion or a video game for math learning, mobile application or movies for learning medicine, vodcasts, language learning activities and videoclips, ... and other forms of media-based learning,

3. Media & Learning Conference

The Media & Learning conference is aimed at both policy makers and practitioners, to identify policies and initiatives that promote digital and media competence at all levels of education and training as well as to promote best-practice in the take-up and application of media in education and training.

The first Media & Learning Brussels conference was organised by the Flemish Ministry of Education and Training and the media company ATiT with the support of the European Commission, DG Education and Culture in the context of the Belgian Presidency of the European Union. It took place on 25-26 November 2010 in Brussels and involved over 230 participants from 31 countries who came together to discuss the application of media in teaching and learning.

The slogan of the 2011 edition of the Media & Learning conference is "Harnessing the power of Media to support Learning" and it will discuss about the urgency of embedding digital and media literacy skills amongst the European workforce and how best to convince stakeholders about the importance of



embedding digital and media skills amongst learning professionals and learners at all levels of education and training.

4. MEDEA:EU

The European Commission supported project MEDEA:EU has greatly enhanced the European nature of these awards and extended their impact to the wider European community. It has done this by enabling the awards to operate in French and German as well as in English and by specific activities aimed at putting in place a European network of support organisations as well as by harvesting best practices as demonstrated by award winners and finalists and making these available to the wider public on a web site.

5. MEDEA2020

MEDEA2020 is a dissemination and exploitation project, partially supported under the Lifelong Learning Programme (KA4), which further extends the previous work carried by MEDEA Awards and MEDEA:EU by fostering the exchange of good practice amongst those actively creating and using media to enhance education and training in Europe.

MEDEA2020 aims to address a problem whereby there are an increasing number of 'pockets' of expertise in respect to the use of media and education, centres and individuals who demonstrate terrific skill and know-how when it comes to the use and exploitation of a variety of media tools in the education and training context. In some cases these are relative 'amateurs' who by virtue of their enthusiasm and interest create materials and resources which are really inspiring. In other cases, such exceptional examples of media use come about as a result of significant experience and skill.

MEDEA2020 will promote the stories arising from excellent examples of media usage in learning from organisations and individuals all over Europe as recognized through a peer-review process and use these narratives and other resources and materials emerging from related projects to provide a rich and highly textured resource base for others to access. It will also use the network of supporting organisations in different parts of Europe to promote this work in a variety of different ways, through newsletters, local promotion campaigns, viral campaigns, etc.

MEDEA2020 also contribute to the multiplication of project results where media resources result from European collaboration in the field of education and training by bringing best practice emerging from such collaboration to the attention of the wider education and training community.

The project began in November 2010 and will continue till December 2012. It involves 6 partners, led by ATiT in Belgium. The other partners are IADT in Ireland, Vidéoscop in France, CSP in Italy, FOZ in Poland and CECE in Spain. The main work of the project involves the following:

- Expanding and strengthening a network of partners in all European countries actively engaged in the exchange of information and in sharing expertise in the use of media in education and training.
- Organising five hands-on workshops to transfer and share expertise in the field of educational media production, these workshops will be captured and also made available online for subsequent use.
- Establishing a significant community of practice allowing practitioners access to expertise and experience as far as possible in their own language.
- Promotion of the Media & Learning newsletter to a wider community of practitioners and policy-makers by publishing this newsletter in French, German, Spanish, Italian and Polish as well as in English.
- Putting in place an online searchable resource database related to the use of media in education linked to the online community of practice which will include a considerable body of resources on Intellectual Property Rights.
- Including special MEDEA Awards to recognize best practice in relation to European collaboration in this sector as well as specific awards related to the Year of Volunteering (2011) and the European Year of Active Ageing and Solidarity between the Generations (2012).
- Organising an annual high profile European conference on the topic of Media & Learning to enhance networking and the exchange of good practice.
- Establishing the MEDEA Foundation to ensure the on-going viability and sustainability of the MEDEA Awards.



Related websites:

MEDEA Awards: <http://www.medeia-awards.com>

MEDEA2020 Project Website: <http://www.medeia2020.eu>

Media & Learning News: <http://www.media-in-education.net>

Media & Learning Conference: <http://www.media-and-learning.eu>

References

[1] OECD 2009

[2] <http://register.consilium.europa.eu/pdf/en/10/st05/st05394.en10.pdf>

[3] COM(2007) 558 and OJ C 140, 6.6.2008, p. 10.

[4] OJ L 394, 30.12.2006, p. 10.