



Media & Learning

## MLA Annual Conference 2022



MEDIA & LEARNING  
ASSOCIATION

KU LEUVEN



LEARNING LAB



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# University of the Future – Mediated, Pixelated, Hybrid or Virtual?

The Media & Learning 2022 Conference University of the Future – Mediated, Pixelated, Hybrid or Virtual? was organised by the Media & Learning Association and KU Leuven in Groep T, Leuven on 2-3 June 2022 and involved 230 participants from 21 countries who came together to discuss what the university of the future might look like.

The aim of the conference was to highlight the latest pedagogical and technical developments, review institutional policies and online/blended/hybrid learning strategies through a highly interactive agenda packed with inspiring talks, demos, discussions, best practice showcases and hands-on sessions accompanied by an exhibition showing the latest technologies, services and tools that universities and colleges can adopt to transform their use of media.

The following topics underpinned the conference programme:

- Interactive environments for teaching and learning
- Mainstreaming XR
- Adding value to media content with AI
- Social media and Higher Education
- Re-use and re-purposing of media based learning resources
- Institutional policies and practices
- Effective production of educational media resources
- Open and accessible educational (media-rich) resources
- Media-based assessment
- Innovative educational media practices
- The changing role of Centres for Teaching and Learning



Our theme for this year takes into account the extent to which events over the past 2 years have accelerated a process that had already begun – to re-think the structure, purpose and operation of universities and all higher education institutions to better fit the future. Re-thinking means reviewing and adapting all aspects of university life including the place and best use of media-supported strategies and the role and position of the services that support a move to more student-centred design and delivery of learning.

This year's conference was sponsored by **Mediasite**, **Panopto**, **Biamp**, **Wolfvision**, **Amberscript**, **Canon**, **Webclip2Go**, and **Seervision**. The exhibition space which was open throughout the conference. Moreover, **Wies ter Veld** from Mediasite and **Peter Ingle** from Panopto gave keynote presentations and **Nevil Bounds** and **Han Dohmen** from Biamp Europe's education team ran a workshop on artificial intelligence as an essential tool within learning spaces.



# THE PROGRAMME

The 2022 conference programme included presentation sessions where leading experts and practitioners shared their experiences, insights and know-how, screenings of educational media productions in the conference cinema, discussion opportunities and demonstrations of different tools and services in the exhibition and demonstration area, along with visits to one of KU Leuven's Knowledge Clip Studios. A total of 90 people from 17 countries contributed to the programme in 27 different sessions.

This year's plenary speakers were:

- **Erin Crisp** from Campus Edu, USA who spoke about what makes instructional video effective
- **Deborah Arnold** from AUNEGe, France who spoke about leadership and organisational dynamics for advancing Digital Education
- **Wies ter Veld** from Mediasite who spoke about making use of new developments in technology and metadata
- **Annelies Raes** from KU Leuven, Belgium and Université de Lille, France who spoke about student and teacher experiences with hybrid teaching and learning at KU Leuven
- **Brian J. Beatty** from San Francisco State University, USA who spoke about the Hybrid-Flexible University experience
- **Thomas Ginn** from Leiden University, The Netherlands who spoke about mainstreaming XR in education
- **Peter Ingle** from Panopto who spoke about the 60-minute lecture

Three hands-on 90-minute workshops were included on multimedia learning design frameworks, Artificial Intelligence in Audio Visual, H5P tools, and one 60-minute workshop on choosing the best video formats for different educational goals. A max of 25 people took part in each and the feedback about the hands-on nature of these workshops was really positive.



We also organised 4 visits to see one of KU Leuven's top of the range Knowledge Clip Studios built with WebClip2Go during the conference. These visits lasted approximately 90 minutes and conference participants could book to join a tour at our information desk (up to 16 people per visit). KU Leuven currently has three knowledge clip studios in operation. In these studios, lecturers and students can make short knowledge clips. During this visit, participants were invited to take a look at one of these studios and see how it works.

Cinema ZED's small cinema was used for screenings on 2 June to showcase the entries of MEDEA Awards 2022 finalists as well as the winning and finalist entries from MEDEA Awards 2020 and 2021 editions. In total 2 screening sessions were organised in the afternoon of 2 June. In addition, several finalists were invited to present their entries in the demo area on 2 June.



The organisation of the annual MEDEA Awards to coincide with the Media & Learning Conference provided an opportunity for participants to see for themselves excellent examples of how video media is used to support learning in higher education. All 8 finalists in this year's MEDEA Awards showcased their entries and many conference participants joined invited guests for the MEDEA Awards Ceremony which took place in the Town Hall of Leuven where the winners were announced by **Thomas Van Oppens**, Alderman, City of Leuven. The winner of this year's award was *Democracy vs. Sustainability | a branched interactive story* submitted by

University of Bern, Switzerland, the special jury prize went to *ViSkilab* submitted by KU Leuven, Belgium and the audience prize went to *HackShield in the Class* submitted by HackShield Future Cyber Heroes, The Netherlands.



## CONFERENCE HIGHLIGHTS

### Keynote presentations



**Erin Crisp** asked us to consider 2 truths and a lie on what we already know about educational video use. She called attention to the issue of student engagement with video: with a maximum student attention of 6-8 minutes, educators need to consider how to present content in an effective way that supports learning. Erin argued that we should learn from successful media content creators to understand how they engage with their audience. Her working theory is that production value helps but authenticity of the content creator pushes engagement higher than production value alone.

In the discussion, she reiterated that with more research, we can learn about what authenticity means, and which aspects of it affect engagement. Our purpose is to educate, not to entertain - but we can learn from successful online content creators how to understand which aspects from their videos make them more engaging.



**Deborah Arnold** presented her research on third spaces in higher education institutions that bring together academics, learning technologists, audio-visual media creators and others working on teaching and learning. These third spaces are made tangible through different aspects: (conceptual and physical) spaces, knowledge about learning & teaching, media and technology, learners, ways of working together, context, culture & values, relational leadership literacies and legitimacies we hold.

**Wies ter Veld** from Sonic Foundry/Mediasite talked about transformative video solutions for hybrid learning. She reflected on the changes after the pandemic, where video has become the new normal and viewership has exploded. She mentioned that there are many new members who are making video, but may not be as proficient in it. Some are even insecure in creating video, creating a need for more support. She also touched on the shift to hybrid learning spaces and the potential role of video in this.





The second day kicked off with **Annelies Raes**, talking about hybrid spaces at KU Leuven as a multi-campus university. She asked us to think about how space impacts education, and how literature shows how synchronous hybrid learning is flexible but challenging. Results from her recent work showed that hybrid remote participation in synchronous learning situations does not seem so engaging for the remote learner. She reflected on the changing roles of teachers and researchers where they can work as duo's to support teacher professional development.

**Bryan Beatty** presented the hyflex concept, where every student needs access to high quality learning in different modes. The challenge for teachers is to consider which needs have to be met in which modes. Whereas our past existed of single mode classes, with limitation on access, the solution is to provide hyflex (hybrid and flexible) solutions where students choose the mode in which they want to participate. In this way, there is a single learning community created with different ways of participating, which Brian argues, is in line with other places in society.

This way learner choice, equivalence, reuse and accessibility are emphasised. He presented how policies at his higher education institution were implemented to embed hyflex (for students and for teachers), where some parts of courses may still be in specific modes.

The discussion highlighted the difference between hyflex and other ways of thinking in blended learning. Traditionally, we look at the complementarity of F2F and online settings: the view is then that some things are better learnt online, some better in f2f situations. Hyflex takes a different approach where the choice is with the student and their individual experiences. This creates an ideological difference: who best makes this choice, students or teachers?

Filmmaker **Thomas Ginn** considered how we can mainstream extended reality, by first reflecting on mainstreaming means. He posited that different technologies have different needs for mainstreaming, but narrowed down to two areas where we can change things. On the creation process: he emphasized that the production side needs to become more straightforward, that XR experiences need to be very accessible, and that to create high-quality experiences, multi-disciplinary teams need to be involved. On trust, privacy and data protection, he clarified that whereas in the past you used to be mediated through a device, multimodal data capturing makes it so that now you are the device. Here the challenge is how to make companies aware that they cannot take all this data from their students, when students have to follow this as part of their course (i.e. where student choice on participation is limited).

The panel moderator asked the panellists to imagine a future for 2030. Some ideas included that we would be using existing spaces for different things, we would have found the perfect blend, to help teachers. The panellists restated that learning is fun and education needs to be fun, so meaningful change cannot be a situation where tools are slapped onto what they were already doing.



## Session on Podcasting

The session on podcasting as an engaging learning strategy attracted a lot of attention with the conference audience.



**Gordon Craig (Heriot-Watt University, UK)** kicked off with the statement that sound is a very powerful medium to provoke emotions. In Gordon's team, they looked at the affordances of podcasting to make a community of students spread across the globe. They are also looking at integrating a combination of media, matching video, sound and tactile content.

Together with **Colin Morris**, they have designed a learning design using podcasts to intentionally give students time away from the screen, in a meditative series, where they can float ideas for their students to think about. This optional experience builds on a large portion of generic content, with some academic content. The learning designs will be piloted in the academic year 2022-2023.

**Cecile Plomp Bogaard and Tim Dalhoeven (Saxion, NL)** talked about how they have rolled out podcasts support for teachers and students. They work with three levels of support: DIY, support, DIY+support. They spoke about their experience in technology acceptance: Students "have a sense of ownership" for creating podcasts; Teachers are self-conscious with their "audio" voice. They are looking for methods to support them in this. Through this process, they are also building expertise in working with multimodal media.

**Astrid Van Weyenberg & Nathalie Muffels (University of Leiden, NL)** talked about their activating podcast method where podcasts are interspersed with question cards. Astrid and Nathalie discussed the experiment they ran with first year students, where the teacher uses the podcast questions to elicit issues and discuss them in the class contact hours. The speakers called attention to the fact that teaching innovation is impeded by temporary contracts of senior researchers, who have no scope to invest in teaching innovation, which is very time consuming.

## Session on re-use and re-purposing of media-based learning resources

The session on re-use and re-purposing of media based learning resources brought up a lively debate.

A central theme related to the difficulty of re-using material. It was noted how currently images are mostly shared and reused, unlike other media formats. A comparison was made with open textbooks, where sharing can be on the level of chapters, and these are editable. Although a similar option is more difficult for video, it is possible. Issues of licensing also play a role in the ability to re-use. The role of the community was also acknowledged as this could spur on teachers to share or re-use material. Another recurring theme was the question "to delete or not to delete?". The limits of data storage are recognised, but where does responsibility of deletion lie? How do you define the value of AV material? Also, audience members wondered what the carbon footprint of keeping AV material is. Privacy is also important in this context: students often ask to delete or blur videos and images where they are present. Some audience members highlighted that lawyers are increasingly becoming part of teams creating and managing AV material.



## Workshops

4 hands on workshops were well attended by conference participants. A range of sessions were offered, namely two focusing on tools (H5P and Artificial Intelligence) and two that were aimed at exploring/finding different strategies and methods for using multimedia in education (TransACTION and Co-Creativ). For instance, during

the workshop on Thursday, **André Rosendaal** from University of Groningen, the Netherlands, introduced participants to H5P and its affordances. After short introduction participants were invited to create their own interactive video. On Friday **Sonia Hetzner, Leonie Kneißl & Roland Hallmeier** from FAU, Germany, invited participants to join “creativity tables” (each dedicated to one video format). At these tables moderated by experienced media designers and producers, “mock-ups” of ideal typical formats for learning videos, tutorials, explainer videos, interactive videos, lecture recordings, etc. were developed for different formats of video use in education.



## Demo sessions

Participants of the conference were invited to walk around our demo area, on both days of the conference, to ‘visit’ teams demonstrating a variety of different learning tools, environments and services making the most of recent developments including advances in XR. Most of these demos were of pre-market, tools and services as well as hybrid learning environments. In total 10 different tools were presented among which there were 4 MEDEA Awards finalist entries from 2020-2022. These sessions were interactive and allowed participants to meet developers and learn more about their educational tools, their development, and ask questions.



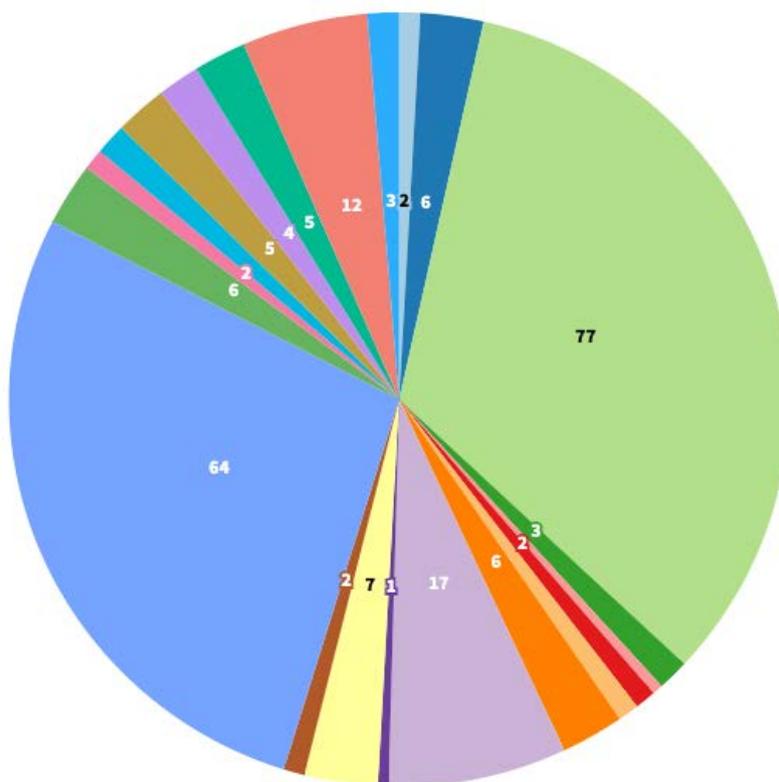
### Presentations available online

Many of the presentations given, along with supplementary materials, conference impressions and photos, are available for viewing on the [website](#).

## PARTICIPANTS

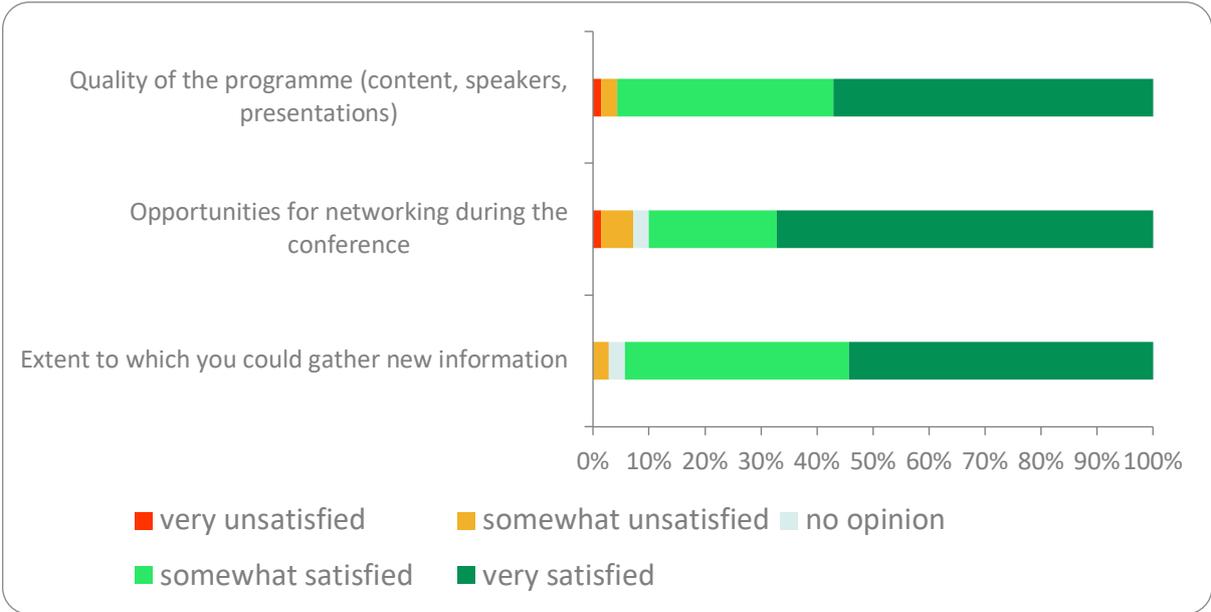
The Media & Learning Conference 2022 attracted 230 people from different backgrounds, with experience across all levels of acquaintance with using media in higher education, ranging from newcomers to highly experienced practitioners. They included educational technologists, heads of university media departments, academics, researchers, service developers and providers, innovation experts and a host of specialists from all across the university spectrum.

Participants came from 20 different countries as shown in this pie chart below:



Participants were asked for their feedback after the conference and the responses have been very positive based on a response from almost one third of participants.

When asked about the quality of the programme, 95,71% responded that they were either very satisfied or somewhat satisfied. When asked to rate the extent to which they could gather new information and skills, 91,43% they were satisfied. These statistics represent an improvement compared to the last face-to-face conference in 2019.



When invited to assess the opportunities for networking during the conference, 90% of the attendees indicated that they were somewhat satisfied or very satisfied.

## MEDIA AND LEARNING ASSOCIATION AGM

The Media and Learning Association launched in 2012 had its Annual General Meeting during the conference. This AGM was open to all and included a summary of activities carried out by the Media & Learning Association (MLA) in 2021 as well as an overview of the activities that are either underway or planned for 2022. While everyone was welcome, only registered and paid-up members could vote. The Association voted unanimously to accept the report and financial figures for 2021.

Earlier on the same day, a well-attended closed discussion session took place to enable members of the association to discuss future collaboration and cross border projects.

The organisers of Media & Learning 2022 would like to thank their sponsors and exhibitors most sincerely for their help and support without which the conference would simply not be possible.

