Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση

ΠΡΑΚΤΙΚΑ

11ο Συνέδριο για την Ανοικτή και εξ Αποστάσεως Εκπαίδευση: Εμπειρίες Προκλήσεις Προοπτικές

Τόμος 1, Μέρος Α

26 – 28 Νοεμβρίου 2021

Επιμέλεια ΑΝΤΩΝΗΣ ΛΙΟΝΑΡΑΚΗΣ

Good Practices of Using Digital Audiovisual Media in Online Learning Environments

Sofia Theodor Papadimitriou

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Sofia Theodor Papadimitriou
Hellenic Open University
sofipapadi@gmail.com
http://orcid.org/0000-0002-7708-106X

Abstract
The penetration of Digital Audiovisual (A/V) Media into the daily routine of students raises the need of their integration in the learning process. Using A/V Media in learning implies the acquisition of new knowledge, the cultivation of new skills and attitudes that are indispensable in the differentiated Media ecosystem of 21st century society. This paper will focus on digital literacy in A/V Media and approach good practices of using video in the contemporary school putting emphasis on its pedagogical use within the classroom, its integration in online learning environments and courses, creating videos at school, flipping classrooms, and also the use of open educational video-resources. Good learning practices based on Digital A/V Media need to be disseminated and extended to school education. In addition, it is necessary to create the conditions for the methodical use of available open A/V resources focusing on the systematic organization of teachers' professional development.

Keywords: *Digital Media, Audiovisual Media, good practices, digital literacy, Online Learning Environments*

Περίληψη
Η διείσδυση των Ψηφιακών Οπτικοακουστικών Μέσων (Ο/Α) στην καθημερινότητα των μαθητών αναδεικνύει την αναγκαιότητα ένταξής τους στη μαθησιακή διαδικασία. Η χρήση Ο/Α Μέσων στη μάθηση συνεπάγεται την απόκτηση νέας γνώσης, την καλλιέργεια νέων δεξιοτήτων και στάσεων που είναι απαραίτητες στο διαφοροποιημένο οικοσύστημα των Μέσων της κοινωνίας του 21ου αιώνα. Το άρθρο εστιάζει στον ψηφιακό γραμματισμό στα Ο/Α Μέσα και προσεγγίζει καλές πρακτικές αξιοποίησης του βίντεο στο σύγχρονο σχολείο, δίνοντας έμφαση στην παιδαγωγική χρήση του μέσα στην τάξη, στην ενσωμάτωσή του σε περιβάλλοντα μάθησης και διαδικτυακών περιβαλλόντων μάθησης, δημιουργία βίντεο στο σχολείο, «αντεστραμμένες τάξεις» και επίσης στη χρήση ανοιχτών εκπαιδευτικών Ο/Α πόρων. Οι καλές πρακτικές μάθησης που βασίζονται σε ψηφιακά Ο/Α Μέσα είναι σημαντικό να διαδοθούν και να επεκταθούν στη σχολική εκπαίδευση. Επιπρόσθετα, είναι απαραίτητο να δημιουργηθούν οι προϋποθέσεις για τη μεθοδική χρήση των διαθέσιμων ανοιχτών Ο/Α πόρων εστιάζοντας στη συστηματική οργάνωση της επαγγελματικής ανάπτυξης των εκπαιδευτικών.

Λέξεις-κλειδιά: *Ψηφιακά Μέσα, Οπτικοακουστικά Μέσα, καλές πρακτικές, ψηφιακός γραμματισμός, διαδικτυακά περιβάλλοντα μάθησης*

Introduction

Digital Media are platforms which emerge, shape and organize a social and cultural change, leading to new pedagogical approaches (Iordanidou & Papadimitriou, 2016). Key points of the A/V Media penetration are firstly the enormous spread and the daily impact of Digital Media to young people, and secondly the enthusiastic and active participation of students in A/V Media literacy initiatives within the framework of the European Strategy announced a decade ago. However, despite those positive dimensions, there are concerns that lead to the necessity of research in the field of digital literacy and its connection to the contemporary school with clear frameworks and specific methodologies.

In the following sections, we will focus on digital literacy in the A/V Media and approach good practices for using the video in educational contexts aligned with the European frameworks DigComp2.0 (JRC, 2016) and DigCompEdu (JRC, 2017) and putting emphasis on the following categories:

- Videos' integration and interactions in online learning environments
- Videos' subtitling in online learning environments
- Flipping classrooms
- Open Educational Audiovisual Resources
- Massive Open Online Courses (MOOCs)

Moreover, the paper approaches the emerging trends in the field which have been raised at a rapid pace with the exploitation of the Internet technologies and proposes the expansion of good practices aiming to achieve audiovisual and digital literate students.

Audiovisual Literacy

The video, i.e., the combination of words, sounds and images, is a powerful means of visualization, narration, abstraction and recognition used in various contexts to support learning (Bates, 1985). The video aims to formulate meanings which will be decoded by the viewer. With the advancement of digital technology and the significant reduction in reproduction and distribution costs, the video can be easily utilized in the classroom aiming to record and analyze interactions (Pea & Hay, 2002) as well as to develop critical thinking, creativity and cooperative learning (BECTA, 2004).

The video offers to students the ability to travel to other places and times, to discover hidden worlds, to clarify and relate abstract concepts, to animate the content of the lesson, to highlight distant meanings, concepts that are difficult to perceive, to lengthen or to shrink time, to stimulate their interest in new knowledge and generally leads to an improved level of literacy, which is characterized as *visual literacy*.

The ubiquitous presence of television in children's life is a very important medium of socialization and education (Calvert, 2001). The main parameters of the television education are the following:

- familiarizing with the television language,
- the differences between reality and representation,
- the role of persuasion in advertising, and also
- the awareness of new marketing strategies in the Media.
- the students' ability to evaluate content,
- managing emotional stimuli and reactions,
- distinguishing the real from the fantastic content, and also
- the effects of television on their broader cognitive and social development.

Integration and interactions in online learning environments

Teachers today have the opportunity to utilize A/V Media in their classrooms and also in online environments with concrete pedagogical methods. Streaming Media technology provides the capabilities of viewing, saving, embedding in Web-based environments, reusing, translating, subtitling dubbing, emphasizing in interactive activities. A/V Media can also be used as tools for visual creation and expression.

Creating fiction or documentary videos by students supports their active (EAVI, nd) and collaborative learning, cultivates participation, creativity and co-creativity in authentic learning environments and finally it approaches audiovisual literacy.

Learning based on Digital A/V Media requires that teachers can advise, guide and support their students and engage in more open forms of education and learning. The use of Digital Media resources in a distance environment offers students opportunities to approach individualized learning by following their personal pace of study. Good practices of integration and rich interactions with A/V resources in online learning environments will be described at the following sections.

Good practices form emerging trends

Benavente & Panchaud approach the concept of good practice with a pluralistic perspective as "organizational, pedagogical and educational applications", without considering necessary that they are always designed in a formal education framework with concrete goals and expected learning objectives. They further believe that the results achieved are not always measurable. Studying good practices in the reports of the 29 countries in Europe, it appears that they have various roles in socio-political and educational contexts. The analysis of good practices (GP) in this article is based on the Benavente & Panchaud model (Costa, Car & Papadimitriou, 2016), which links GP to the emergence of innovation. Therefore, the article presents three categories of GP:

- GP which can be transferred within the educational contexts in which they have been implemented (curricula, supporting complementary non-formal learning actions);
- GP which can be extended to different educational contexts, e.g., in curricula of other countries, and
- GP which signs emerging trends and challenges.

Good Practices in formal educational contexts
## The second generation of Educational RadioTelevision (EduTV2.0)

The development and penetration of new technologies in the contemporary social and educational environment, where schools are not just consuming content but they also creating their own, has inspired and motivated Greek Educational RadioTelevision (EduTV) to meet the Digital Generation's students in their space and become part of their ecosystem/community. The vision of EduTV is to empower students as creators, researchers and global citizens reconnecting with young audiences and moving on from traditional Media in the digital era, where "We, (are) the Media" (Mac Luhan, 1964).

An important vehicle in this effort is the continually upgraded website of the department at the URL address http://www.edutv.gr/, launched in 2009. High-quality videos relevant to class curricula are available for streaming or delivery on demand, as digital archives. Since September 2010, EduTV has dynamically entered the digital era and connected with communities of young people. Recognizing that knowledge is a process in constant evolution, it expects to be both part of and a catalyst in this

process. The second generation of EduTV is a multiMedia platform connected to social networks which offers students and teachers the environment and the tools to design and create their own multiMedia projects. Taking an active role in connecting school communities and contributing to the development of audiovisual culture, EduTV motivates and enables students to create User Generated Video/Content (UGV/UGC) reusing and remixing the available videos and newly documented digital content.

Picture 1: *The* i-create platform in 2018
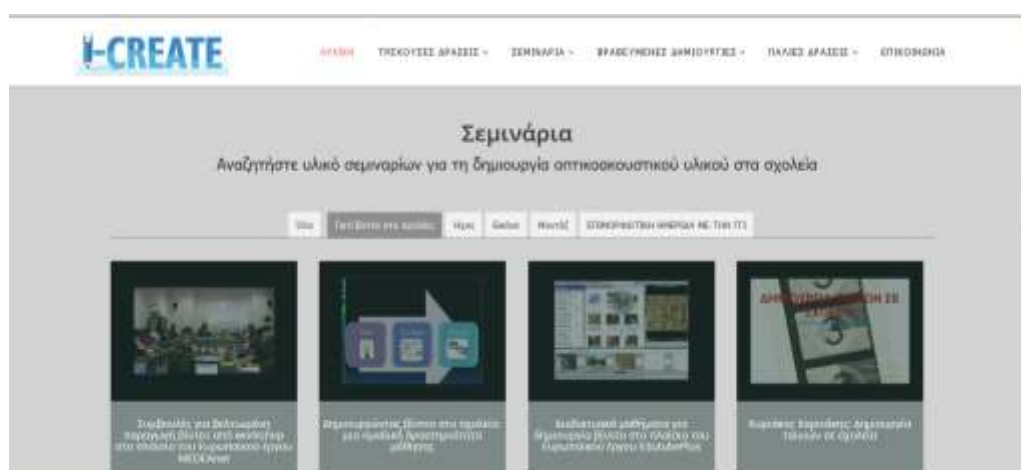
Picture 2: Online seminars on the i-create platform

In this context, EduTV2.0 has developed an open collaborative learning environment of youth creation at the URL address http://www.i-create.gr/, supporting experimentation, creativity, exchange and production of ideas and promoting school communities' projects. Videos, games, blogs, Web2.0 applications are developed and submitted through video contests and also social responsibility and awareness-raising campaigns in partnership with schools, universities and other organizations. Students actively participate as digital Media storytellers, content curators, not consumers but rather *pro-sumers* (both *producers and consumers*), becoming active and responsible citizens. EduTV2.0 has developed a large variety of educational projects aiming to motivate, activate and engage students in collaborative projects and fostering an alternative learning philosophy. Indicative projects on the platform i-create are the following (Papadimitriou, 2014):

The contest "Al.Papadiamantis, N.Gatsos, Str.Tsirkas and Od.Elytis: 100 years later" was dedicated to the re-discovery of four great Greek authors and poets through their writing. Students wrote their own stories supported by teachers from their schools and also cooperating with distant schools. A total of 190 schools participated and 90 videos, 27 blogs and 73 posters were uploaded, enriching everyone's knowledge with UGC. During this project, an active community was created with dialogue, sharing (crowd sourcing) and rating, as well as polls happened in regard to the content (social filtering).

The contest "School Cooking-Mediterranean Diet" was created due to the inclusion of the Mediterranean Diet in the list of UNESCO Cultural Heritage of Humanity which focused on the changes in the traditional diet, as well as the position of Greece in Europe regarding childhood obesity. It is an online place of reference, dialogue, creativity and knowledge about nutrition and its relationship with health, environment, history, culture and economy. A number of 376 schools participated in the contest from Greece, Cyprus and Greek Schools in Europe.

The interactive game "A Letter-A Story" is an innovative Web-based learning environment aiming to teach the Greek alphabet and language to preschool and primary school pupils through entertainment, play and active participation. It reinforces preschool learning skills which lead to progressive written literacy in the first grade. Piloting the game in 12 schools has reported excellent results and positive responses from pupils, teachers and parents.

"Score against Violence. It's a Game, not war" is the slogan of a social responsibility campaign against violence across various Media. This micro-site includes an animated cartoon series with five spots and an interactive animated cartoon, hyperlinked to new pages with rich and vivid digital content; videos, photos, presentations in Prezi and Slideshare formats, all of which provide valuable information aimed at raising awareness on the topic of violence. Students participating in the campaign created their own messages in radio spots, podcasts, video-animations and posters using figures from the animated cartoon series.

The *Science communication video contest "School-Lab"* was co-organized by the British Council and EduTV2.0 with high impact in school communities and lasted for five years. The contest helped students better understand some of the exciting challenges faced by scientists and researchers, as well as gain self-confidence and presentation skills to communicate better their ideas. A group of talented young scientists, specialists in science communication (mentors), motivated and supported students to develop their skills and their ongoing projects, familiarizing themselves at the same time with the research process.

EduTV2.0 as a part of the Social Media ecosystem curates and aggregates educational content in the platforms: YouTube, Facebook, Twitter, Blog, Scoop.it, Vimeo and Linked-In. The Educational TV Blog, kicked off in October 2010, is part of the educational blogs' group of Greek School Network. The YouTube Channel Educational Television-Greece kicked off in November 2010, has 61,400 subscribers styled educators. The channel contains selected videos from EduTV archives, UGV, interviews, presentations at conferences and workshops as internal digital productions. Adopting an extrovert and open communication approach, EduTV 2.0 not only presents its projects but furthermore promotes important, creative, innovative actions and projects, as well as comments and discusses on social networks. Therefore, EduTV 2.0 raises the interpretive context trying to provide added value to the community. The first assessment of creation and experimentation of the i-create project is positive, in regard to inspire and motivate students' creativity, participation,

students and schools' collaboration, as well as the emergence of "community wisdom" (crowd-sourcing). The contest projects had great acceptance in school communities and gained the positive attitude of students and teachers introducing innovations in Greek education (Papadimitriou, 2016).

The i-create platform was evaluated within the 10 best practices for education and learning 2.0 in the framework of innovative initiatives of the *Research Institute of Applied Communication of the Department of Communication and Media of the University of Athens* (Mathisi 2.0, 2012).

Analyzing critically the Media

The student action "*VideoMuseums: Our Opinion & Written Critics Competition*" is a follow-up to the Hellenic Student Competition "*Short Film VideoMuseums"* in 2014. The competition awarded by the *Institute for Media Research and Media Education*, as one of the 12 better projects for audiovisual education in Europe (Karpos, nd) and aimed at the creation of short documentaries, by groups of students, who seek ideas from their environment, neighborhood and culture deciding what is worth saving in forthcoming years. In the framework of the project, 11 awarded videos of the contest *VideoMuseums* 2014 were selected and screened in a *film festival* organized by schools. The action aimed at activating students to participate in a creative discussion for issues of their interest, making arguments and their views and developing audiovisual literacy skills. Moreover, it cultivated a series of characteristics of the special culture of a viewer of cinema films, such as:

- the concept of cinematic viewing films by groups in a dark room with screen,
- the concept of wide distribution of films and the common experience of connecting very different people - a series of projections of the same films in different places and audiences with different local and cultural characteristics,
- the experience of participating in festivals, as the films being screened are not current commercial films
- the critical attitude of each viewer, expressed through the award of symbolic public discourses,
- the development of critical reasoning and the formulation of arguments arising from the attempt to justify the choices of each group of viewers and the publication of their choices through an online platform.

Extending Good Practices in other educational frameworks

In this section, the paper presents GP in the framework of European projects (EAVI, nd) which can be extended in various educational frameworks.

The MEDEA awards and the MEDEAnet project

The *MEDEA awards*, (MEDEA awards, nd) is an open, annual European competition launched in 2008, which rewards excellence in the use of digital and audiovisual Media to support learning in all fields. The awards recognize and promote innovation and GP in the use of moving images and audio in education as well as the excellence in the production and pedagogical design of multiMedia enriched educational resources including the creation and the use of video in the classroom. Particular awards have been given in projects that highlight European cooperation, the European Year of Active Citizens and the teaching of Science.

Picture 3: The MEDEA Awards in 2013

The *MEDEAnet* European project (Medea-awards, nd) (2012-14) aimed to promote digital and audiovisual learning through local and European training, networking, dissemination of web resources and knowledge sharing. The project involved 24 training programs in 7 participating countries, 20 online seminars, plus 3 annual reports «*Charting Media and Learning in Europe*» in the years 2011, 2012 and 2013 (Slideshare, nd). EduTV was the Greek partner in the MEDEAnet project aimed to promote Media-based learning to organizations and practitioners through local training and networking events, online resources and knowledge sharing. Moreover, the MEDEAnet used best practices of the annual competition MEDEA Awards and extended its existing informal network. EduTV extended the MEDEA network in Greece, providing opportunities and networking activities for practitioners and policy makers to participate in the Media & Learning Community. Trainers, teachers and academics who have not been engaged in using A/V Media to support their learning activities till now, have been highly motivated to really engage with Media as part of their daily work.

Picture 4: The European Collaboration Award 2014 - Digital Stories

The eTwinning project
The *eTwinning project (nd)* promotes school cooperation in Europe through the use of Information and Communication Technologies (ICT), providing support, tools and

services to schools and creating the school community in Europe. It provides a platform for staff working in schools in European countries to communicate, collaborate, implement projects, share and serve as part of an exciting learning community. The eTwinning Portal (www.etwinning.net) is the main meeting and working place of the project, available in 28 languages, involving about 230,277 individual members and more than 5,462 projects between two or more schools across Europe. The Portal provides A/V material and tools for teachers to find partners, create projects, share ideas, exchange good practices, and start a direct collaboration. The eTwinning project has already lasted for 13 years and it consists the most sustainable educational project within Europe.

The Europeana Remix
The *Europeana Remix* (nd) is an interactive platform based on the film "Otto & Bernard". The short film was produced for the European project *Europeana Erster Weltkrieg*, encouraging families to share photos, memories and correspondence from the First World War. The film was the basis of the Remix initiative, combining Popcorn.js, the HTML5 video framework, and the variety of the Europeana's digital content and the broader world of the Web. The Europeana's goal for World War I is to find untold stories, share them across borders and invite replies from all over Europe as we had reached the centenary (1914-2014) of the beginning of the global conflict.
This encourages visitors to exchange ideas, stories, comments, hyperlinks to the platform. Utilizing state-of-the-art technologies, Remix is at the forefront of the use of audiovisual heritage to actively involve people with their own history. The platform not only supports telling a story, but also interactive features offer visitors the control to choose what is interesting to themselves, what they would like to see and how they would like to contribute.

The Subtitling projects LvS and Clipflair
Using audiovisual material in the foreign language (FL) classroom is a common resource for teachers since it introduces variety provides exposure to nonverbal cultural elements and, most importantly, presents linguistic and cultural aspects of communication in their context. However, teachers using A/V resources face the difficulty of finding active tasks that would engage learners and discourage passive viewing. One way of working with A/V material in a productive and motivating way is to ask learners to revoice e.g., dub or caption, subtitle a video clip as film scene, documentary, news item, animation, song etc.
LvS was a subtitling software for active learning task-based activities developed by the *LeViS (Learning via Subtitling)* project. This tool was intended to give learners the chance to use a special version of a professional environment for learning purposes. Through this tool and activities, the learner was asked to add subtitles to a film thus engaging in active listening and writing tasks. The LeViS project ended in 2008.
A further development in the online uses of subtitling for language learning is the ClipFlair Project "Foreign Language Learning through Interactive Revoicing and Captioning of Clips" (www.clipflair.net). The ClipFlair project developed exercises and activities, framed in lesson plans, which enabled FL learners to practice all four skills: writing, speaking, listening and reading. The innovative character of ClipFlair is that all activities are offered online through a social networking web platform.

Emerging Trends and Challenges

Analyzing the reports of the 29 countries in Europe, a plethora of emerging trends and challenges of using A/V Media has been raised (Costa, Car & Papadimitriou, 2016). This paper focuses on the use of Flipping Classrooms model, the rise of Massive Open Online Courses (MOOCs), the development of Open Educational Resources and Practices repositories, and also the licensing and identifying intellectual property issues in the use of A/V Media.

Flipping Classrooms

While implementing the traditional model of teaching, students are passive listeners and teachers "transmit" the knowledge. The Flipping Classrooms model suggests the students as active learners and the instructors as curators, responsible for creating modern and authentic learning environments. They encourage, support, monitor learning activities, facilitate learning, and generally develop a more advisory / coaching role in group or individual activities.

The flipped classroom model (University of Northern Colorado, 2013) refers to the more rational disposal of teaching time, supporting the pupil's active participation and utilizing the critical thinking opportunities that are offered primarily within the social structure of the campus or class. The teacher redesigns the modules, having assessed the educational needs, the prerequisite knowledge, and the learning styles of his students. It designs new learning environments with individual and group activities, motivating students to participate actively. In this context, he suggests appropriate sources for home study, including texts, lectures, and videos. He can create the lectures himself by using appropriate screen recorders or choose lectures and videos from digital A/V material repositories. Students study the texts at their own pace, see lectures and videos as homework, can stop the flow and repeat sections as many times as they like. Their previous study, allows students to have their own time in the classroom to work with the teacher and also to develop group learning activities. Time in the classroom is utilized in opportunities of problem solving, implementation, embedded videotaped traditions to promote critical thinking through collaboration and social interaction (blended learning).

Massive Open Online Courses (MOOCs)

In the wider context of the evolution of educational technology and the expansion of Open and Distance Education, the *Massive Open Online Courses (MOOCs)* offer a radical change and possibly a welcome reduction in the cost of higher education. Coursera, edX are e-learning platforms with the initial participation of traditional Universities among them are the *Princeton, Harvard, Stanford, Berkeley University of California, Boston, The University of Texas System Australian National University, Massachusetts Institute of Technology* etc.

Open learning is an approach aiming to remove all unnecessary obstacles, provide students with opportunities to succeed in a training system that focuses on their particular needs. Open courses are an open digital publication of educational material, which is organized in lessons. They have been announced in 2001 by the Massachusetts Institute of Technology (MIT) in *The New York Times* and in 2002 the first 50 Spanish and Portuguese courses were published. In 2004, the *MIT-OpenCourseWare* adopts the Creative Commons license having already published 900 courses. In 2012, the courses had already reached 2,150 and are translated into many languages, including Chinese, Persian, and Turkish.

MOOCs are based on *the third generation of distance* education called "connectivism" (Siemens, 2007), which considers that learning is a process of building information networks, contacts and resources for real problems. This pedagogy has been developed in the "Information Era of a Networked Society" (Networked Society, Castells, 1996) and requires ubiquitous access to networking technologies. Platforms that support MOOCs are the Coursera, *edX*, *udacity*, *iversity*, *FutureLearn*, *European Schoolnet Academy* overcoming borders and reaching millions of people. Each lesson has clear expected outcomes and self-assessment activities to allow the student to evaluate his or her individual progress and study schedule per week.

MOOCs have the potential to provide open higher education on a massive scale. Besides that, MOOCs encourage and support more and more the professional development of teachers. The *FutureLearn* platform has provided a numerous of massive open online courses focused on teachers' training in Science, Technology, Engineering and Mathematics' topics and also ICTs. A concern that is often expressed is that, although there are thousands of entries in the lessons, a very small percentage of participants achieve their completion due to the lack of support and encouragement.

Development and Dissemination of Open Educational Resources
One reason for the increasing use of educational resources is the spectacular use of learning environments on the Internet. These environments are an alternative to traditional teaching by supporting increased interaction and providing feedback both on learner's understanding and performance. Educational resources are the heart of interactions, so their effective use presents a critical role in facilitating the construction of knowledge, overcoming distance and providing a viable alternative to the traditional classroom. Open Educational Resources (OER) are provided in organized repositories as "knowledge tanks", by collections, subject area and object type such as simulations, experiments, interactive applications, maps, microscope observations and more. Learning based on OER requires access to knowledge tanks and offers opportunities for learners to reach collaborative or personalized learning. Opening up education is not only about resources but also about the opening of teaching. The idea is not new, as many teachers have often shared teaching practices and resources regardless of available technologies. Today's differentiation is that with current technology, sharing is open to global expansion.

OERs contribute to shape attractive learning environments and link them to everyday life, thus offering rich learning experiences. In addition, they attract the Internet generation's students because of their ability to work in social spaces on the Internet, they are familiar and happy to participate in such online environments. The use of OER methodologies is based on modern pedagogical approaches to collaborative, personalized, discovery and active learning with emphasis on resources' reuse and the creation of new content (Papadimitriou, 2013).

Conclusions
The use of Digital A/V Media in the contemporary school is still in the beginning and a few teachers know the methods to integrate them into their classrooms. Nevertheless, today there is a wealth of available open A/V Resources, which can be retrieved and accessed to support rich learning environments responding to students' expectations. Good practices based on Digital A/V Media need to be disseminated and expanded.

Digital A/V Media have penetrated into the daily life of students in and out of schools, offering opportunities for discovery, participation and creative production within the framework of educational activities to a great extent. In Media literacy actions, students work with enthusiasm in original learning environments, with which they come into contact daily, benefit from teamwork, creativity and social interaction. Nowadays, teachers have the potential to use A/V Media with concrete pedagogical methods within the classroom. In addition, they have the potential of integrating, reusing, translating, subtitling, dubbing A/V Media in online learning environments, emphasizing interactive activities or using them as tools for visual creation and expression. The creation of fiction or documentary videos enables active and collaborative learning, fosters participation, creativity and co-creativity in authentic learning environments and A/V literacy. Learning based on A/V Resources presupposes that teachers can encourage, guide and support their students and engage them in open forms of learning. The use of A/V resources at a distance offers to students the opportunities to approach personalized learning by following each other's personal pace of study.

European countries coordinate and create synergies between organizations, universities, institutes, broadcasters, and schools to achieve A/V literacy goals. European and national programs are developing actions as part of the Media education strategy and corresponding techniques for transforming education according the European frameworks for Digital competences DigComp2.0 and DigCompEdu.

Good practices of using the A/V Media and illustrative examples have been listed in the paper, which have either been positively evaluated by the educational communities or have been awarded in competitions. Most practices come from top-down approaches, but additional bottom-up communities' initiatives were presented.

From the analysis of the reports in 29 European countries, the emerging trends in A/V Media literacy are highlighted by integrating videos in online learning systems, creating videos, flipping classrooms, active participation and the video critical analysis. European organizations form consortia and develop MOOCS initiatives and OER repositories aiming at the professional development of teachers of all educational levels. A great challenge of those good practices is the sustainability beyond the end of their funding as well as their transferability in different contexts. So, digital A/V Media bring changes in modern education putting emphasis on critical and active approach, collaborative effort, diverse ways of interaction, and also attractive digital content created by teachers and students.

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