

## Teaching Digital Video Production (Teaching Film And Media Studies Series)

Many studies of digital education focus on technology rather than on the learners or on what they make and do with the devices they use every day. This book takes a different path, putting the learners and their lives at the heart of the narrative. Through an in-depth account of media production activities by younger learners it shows their motivations and dispositions in storrying their identity in short video pieces. It suggests that their authoring and editing practices are examples of the new curatorship: the representation through life of identity and affiliation in digital media. It considers the implications of this for teaching and learning in the years to come and concludes with a manifesto for a future media education.

This book provides the first integrated account of how digital video can be used to develop teaching competence. It shows not only how using video can help teachers move towards more dialogic forms of teaching and learning, but also how such change benefits pupils' learning and behaviour.

Practical activities and ideas for using a variety of video types in the language classroom, including student-generated video. English Teaching in the Secondary School is a comprehensive guide to the theory and practice of teaching English. This updated 4th edition has been revised to take into consideration changes in national policy, drawing on the most recent research and theory to produce engaging, practical ideas for use in the classroom. It challenges mechanistic and formulaic approaches to teaching, instead placing an emphasis on reflection, understanding and informed practice. Guiding students and new teachers through the whole process of English teaching in the secondary school, this edition has been fully updated to include:
• a report of the most recent developments in national policy
• discussion of multiple literacies and critical literacy
• a new chapter on English as an additional language
• a new chapter on cross curricular themes
• new sections on approaches to the teaching of grammar
• reflections on international developments in language teaching and their relevance
• a guide to further reading on resources and research
Written in an accessible style, with a wealth of advice and ideas, English Teaching in the Secondary School forms essential reading for all those training to become secondary English teachers.

Producing Video For Teaching and Learning

The New Curatorship

Web-Teaching

Tools and Methodologies for Information Society

Education and Social Media

Teaching TV Production in a Digital World

Teaching and Learning in the Age of Information

*Technology has permanently altered and optimized the field of education. With the assistance of innovative tools, such as multimedia technology, instructors can create a positive impact on students' learning experience. Cases on Audio-Visual Media in Language Education includes comprehensive coverage and scholarly insights on the latest trends in technology-assisted language learning techniques. Highlighting a range of perspectives on topics such as intercultural competence, student engagement, and online learning, this case book is ideally designed for educators, researchers, academics, practitioners, and professionals interested in the application of audio-visual media in contemporary teaching practices.*

*The aim of this book is to explore digital media and intercultural interaction at an arts college in Tanzania, through innovative forms of ethnographic representation. The book and the series website weave together visual and aural narratives, interviews and observations, life stories and video documentaries, art performances and productions. It paints a vivid portrayal of everyday life in East Africa's only institute for practical art training, while tracing the rich cultural history of a state that has mixed tribalism, nationalism, Pan-Africanism, and cosmopolitanism in astonishingly creative ways. While following the anthropological tradition of thick description, Digital Drama employs a more artistic and accessible style of writing. Dramatic, ethnographic details are interspersed with theoretical reflections and postulations to explain and make sense of the unfolding narratives. The accompanying website visualizes and sensualizes the stories narrated in the book, unfolding a dramatic world of African dance, music, theater, and digital culture.*

*The Media Teacher's Handbook is an indispensable guide for all teachers, both specialist and non-specialist, delivering Media Studies and media education in secondary schools and colleges. It is the first text to draw together the three key elements of secondary sector teaching in relation to media study – the theoretical, the practical and the professional – in order to support media teachers throughout their careers: Section One: Contexts explores the history of, rationale for, and justification of studying the media from 1900 to the present day, and considers the tensions implicit in the subject caused by opposing views of culture. Section Two: Curriculum comprises seven chapters that focus on studying the media from Key Stages 3 and 4 in English, through GCSE and A Level Media Studies. It also explores approaches to teaching the Creative and Media Diploma, media and citizenship, and practical media production. Section Three: Career Development is designed to support those establishing and leading Media Studies departments and those who are charged with the initial preparation and professional development of teachers. Written by experts involved in the teaching, training and examination of Media Studies, this one-stop resource is packed with illustrative case studies and essential schemes of work which can be easily adapted for your own needs. Suggested Reading and Recommended Resources sections at the end of each chapter list additional books, films, DVDs, groups, agencies, organisations, contact details, websites and other materials which will support your teaching even further. The Media Teacher's Handbook is an essential guide to the theory, pedagogy, and practice of media education that will enable you to teach your subject expertly and with confidence.*

*WHEN IT COMES TO USING TECHNOLOGY IN THE CLASSROOM ARE YOU... a nervous beginner in need of tips for getting started? ...an expert user searching for some high-tech, creative activities? ...an ICT coordinator looking for advice on how to plan and implement your school provision? With the implementation of the new Primary Computing curriculum is the definitive guide to embedding ICT in all subjects across the primary school. From using digital cameras and Beebots to Twitter and mobile apps, the creative and up-to-date ideas in this book will motivate and engage your pupils and prepare them for the changing world of technology they are living in. As well as step by step instructions on how to use a variety of technologies effectively, this book covers e-safety and the digital child, planning and budgeting your provision and how to use technology to support children with special educational needs.*

The Media Teacher's Handbook

Digital Video for Teacher Education

Creating Video for Teachers and Trainers

Essentials of Teaching and Integrating Visual and Media Literacy

Pedagogy and Practice

Student-generated Digital Media in Science Education

The Manifesto for Teaching Online

Wolsky begins with lessons in video editing and camera handling, and then moves on to scripting and storyboarding a production. Readers then step through a series of exercise projects. Separate chapters explore how to light different types of scenes as well as how to obtain well-recorded sound. The book is designed both for independent students as well as for lessons on video journalism and its rights, responsibilities, and ethics. Related techniques for interviewing and working in a live studio are also presented. The book concludes with lessons in post-production techniques, especially motion graphics and special effects. The companion DVD is packed with DV footage for projects, plus demo plug-ins and free software.

Digital video use is becoming prevalent in teacher education as a tool to help improve teaching and learning and for assessing effective teaching. Timely and comprehensive, this volume brings together top scholars from multiple disciplines to provide sound theoretical frameworks, research-based support, and clear practical advice on a variety of unique approaches to education programs. Part I deals with the use of video for teacher learning. Part II focuses on the role played by those other than teachers in the effective use of digital video in teacher education programs. Part III addresses how to administer video for teacher education. Exploring the complexities of effectively and appropriately integrating digital video into teaching this book is a must-have resource for scholars and professionals in the field.

Currently in a state of cultural transition, global society is moving from a literary society to digital one, adopting widespread use of advanced technologies such as the Internet and mobile devices. Digital media has an extraordinary impact on society's formative processes, forcing a pragmatic shift in their management and organization. Digital Literacy: Tools and Methods strives to define a conceptual framework for understanding social changes produced by digital media and creates a framework within which digital literacy acts as a tool to assist younger generations to interact critically with digital media and their culture, providing scholars, educators, researchers, and practitioners a technological and sociological approach to this educational perspective.

Explores the applications of ICT in the classroom.

The Handbook of Media Education Research

The Ultimate Guide to Using ICT Across the Curriculum (For Primary Teachers)

Teaching Film

Digital Literacy: Tools and Methodologies for Information Society

Video Production Workshop

Cases on Audio-Visual Media in Language Education

Integrating Media Literacy

*Including case studies of women as stars, filmmakers and female heroes, this guide provides an accessible introduction to the study of women in film and is useful for the study of genre and representation.*

*At a time when digital content is a vast range of media available to them, both as sources of information and entertainment, and as a means of communicating and sharing ideas, Embedded in the primary curriculum, media education enables children to become more fully literate for the digital age. Grounded in best classroom practice, this book aims to help you think about the role of media in children's lives, and to teach about media effectively in your classroom. Three dimensions of media education for the 3-11 age range are highlighted : children's own cultural experiences, the development of critical awareness, and opportunities for creative expression. The chapters are written by literacy advisors, leading academics, teacher-trainers and classroom practitioners. Topics covered include: – understanding children's relationships with media and how to build on these constructively – getting to grips with "multimodality" – developing children's critical skills through watching and analysing moving image media – broadening children's experiences of different kinds of media and their media literacy – creative media activities that promote imaginative thinking and decision-making – the importance of social networking and social media and how to use these in the classroom in an increasingly digital world, media education is an essential part of good teaching, not just as a tool to teach the more traditional aspects of the curriculum, but in its own right as an essential part of literacy. This book is relevant to all teachers working in Primary schools, and will be particularly helpful for Literacy Co-ordinators.*

*This book examines the possibilities and applications of educational systems that establish partnerships between universities and the urban communities they serve. This book profiles local and national efforts to transform urban education and reinvent urban teacher preparation. It describes real programs in real urban schools that have developed policy initiatives that promote educational equity, community-based curricula, and teacher education and parent empowerment programs that emphasize democratic collaboration among universities, urban teachers, parents, and community members. By involving all stakeholders, this comprehensive approach provides a model for creating urban schools that not only excite and inspire, but also serve as engines for social change. Contending that urban education reform will fail without public engagement and a commitment to social justice, the contributors challenge urban educators to become accountable to their students and the communities they serve. At the University at Buffalo, State University of New York, Lauri Johnson is Associate Professor of Educational Leadership and Policy and cauthor (with Sally Smith) of Dealing with Diversity through Multicultural Fiction: Library-Classroom Partnerships, and Mary E. Finn is former Director of the Urban Education Institute. Rebecca Lewis is Interim Assistant Provost of International Programs at the State University of New York College at Geneseo.*

*Discover how to create professional-quality digital videos—faster than you can say "lights, camera, action!" Digital video cameras are everywhere—even on our phones! But cameras don't make great movies; filmmakers do. Written by a seasoned pro with 40 years of teaching experience, Digital Filmmaking for Beginners is a step-by-step guide to creating professional-quality digital videos. Fully illustrated, this comprehensive guide covers the best methods and techniques to plan and script projects; set up lighting, microphones, and cameras; and shoot, edit, and apply postproduction effects and other finishing touches. Whether you're an amateur film buff or an aspiring professional videographer, this is the source for everything you need to bring your ideas from the page to the screen. Coverage includes: Best practices to ensure smooth operations in all project phases, from planning to post production Recommendations on selecting and purchasing cameras, filming gear, and the best editing and effects software to fit your budget and needs Advice on planning, shooting, editing, and other technical elements Fully illustrated tutorials on composition, framing, and other visual storytelling techniques Exclusive bonus online content, including finished video demonstrations of key filmmaking techniques and informative articles*

Planning and Collaboration

A Critical Guide to Literacy, Video Production & Social Change

Guidelines for Teaching and Learning

Learning, explaining and communicating content

Using Video to Develop Teaching

Teaching Media in Primary Schools

What School Leaders Need to Know About Digital Technologies and Social Media

*This wonderful resource combines classroom instruction in TV technology with a year-long curriculum to teach high school students media and visual literacy, broadcast history, video production skills, and multimedia animation.*

*An easy-to-use guide to setting up digital video production courses in schools and colleges.*

*This book focuses on how to effectively integrate the teaching and learning of visual and media literacies in K-12 and higher education. Not only does it address and review the elements and principles of visual design but also identifies, discusses and describes the value of media in learning diverse and challenging content across disciplines. Finally, this book provides a balanced treatment of how visual and media literacies support deep content learning, student engagement, critical thinking, creativity, problem solving, and production.*

*Written for media education scholars and students, literacy educators, and anyone involved with integrating new technologies into the educational process, Literacy in a Digital World explores the changing relationship between literacy and schooling within the context of new communication technologies, and places literacy within the social and historical contexts that expand its potential to enrich teaching and learning in an information age.*

Tools for Teaching and Learning

Research and Practice

Web, widgets, whiteboards and beyond!

Teaching and Learning Art and Media in Tanzania

Digital Drama

A Guide to Designing Interactive Teaching for the World Wide Web

Teaching the Video Production Class

"This timely and innovative book encourages us to 'flip the classroom' and empower our students to become content creators. Through creating digital media, they will not only improve their communication skills, but also gain a deeper understanding of core scientific concepts. This book will inspire science academics and science teacher educators to design learning experiences that allow students to take control of their own learning, to generate media that will stimulate them to engage with, learn about, and become effective communicators of science." Professors Susan Jones and Brian F. Yates, Australian Learning and Teaching Council Discipline Scholars for Science "Represents a giant leap forward in our understanding of how digital media can enrich not only the learning of science but also the professional learning of science teachers." Professor Tom Russell, Queen's University, Ontario, Canada "This excellent edited collection brings together authors at the forefront of promoting media creation in science by children and young people. New media of all kinds are the most culturally significant forms in the lives of learners and the work in this book shows how they can move between home and school and provide new contexts for learning as well as an understanding of key concepts." Dr John Potter, London Knowledge Lab, Dept. of Culture, Communication and Media, University College London, UK Student-generated Digital Media in Science Education supports secondary school teachers, lecturers in universities and teacher educators in improving engagement and understanding in science by helping students unleash their enthusiasm for creating media within the science classroom. Written by pioneers who have been developing their ideas in students' media making over the last 10 years, it provides a theoretical background, case studies, and a wide range of assignments and assessment tasks designed to address the vital issue of disengagement amongst science learners. It showcases opportunities for learners to use the tools that they already own to design, make and explain science content with five digital media forms that build upon each other: podcasts, digital stories, slowmotion, video and blended media. Each chapter provides advice for implementation and evidence of engagement as learners use digital tools to learn science content, develop communication skills, and create science explanations. A student team's music video animation of the Krebs cycle, a podcast on chemical reactions presented as commentary on a boxing match, a wiki page on an entry in the periodic table of elements, and an animation on vitamin D deficiency among hijab-wearing Muslim women are just some of the imaginative assignments demonstrated. Student-generated Digital Media in Science Education illuminates innovative ways to engage science learners with science content using contemporary digital technologies. It is a must-read text for all educators keen to effectively convey the excitement and wonder of science in the 21st century.

A Co-Publication of Routledge and NAEYC Technology and Digital Media in the Early Years offers early childhood teacher educators, professional development providers, and early childhood educators in pre-service, in-service, and continuing education settings a thought-provoking guide to effective, appropriate, and intentional use of technology with young children... This book provides theories, theoretical frameworks, links to research evidence, descriptions of best practice, and resources to develop essential digital literacy knowledge, skills and experiences for early childhood educators in the digital age. Technology and Digital Media in the Early Years puts educators right at the intersections of child development, early learning, developmentally appropriate practice, early childhood teaching practices, children's media research, teacher education, and professional development practices. The book is based on current research, promising programs and practices, and a set of best practices for teaching with technology in early childhood education that are based on the NAEYC/FRC Position Statement on Technology and Interactive Media and the Fred Rogers Center Framework for Quality in Children's Digital Media. Pedagogical principles, classroom practices, and teaching strategies are presented in a practical, straightforward way informed by child development theory, developmentally appropriate practice, and research on effective, appropriate, and intentional use of technology in early childhood settings. A companion website (http://teccenter.arkson.edu/tech-in-the-early-years/) provides additional resources and links to further illustrate principles and best practices for teaching and learning in the digital age.

Teaching the Video Production ClassBeyond the Morning NewscastLibraries Unltd Incorporated Digital video, audio, and text have never been more popular, and educators need to know how to make new media work in all types of learning environments. The Educator's Guide to Producing New Media and Open Educational Resources provides practical advice on how to produce and use open access resources to support student learning. This realistic "how-to" guide is written for education professionals in any discipline seeking to transform their instruction with technology.

Technology and Digital Media in the Early Years

Producing Professional Video with Amateur Equipment

Visualizing Learning

Digital Media in Education

The Educator's Guide to Producing New Media and Open Educational Resources

Digital Filmmaking for Beginners A Practical Guide to Video Production

This is a book about literacy in the broadest and most inclusive sense of the word, a book about helping our students acquire the key competencies they need if they are to be effective communicators in today's increasingly digital and media-saturated world. The founders of the "Powerful Voices for Kids" program offer: ideas for promoting digital and media literacy through a variety of technology tools; strategies for activating critical-thinking skills when viewing symbolic forms; and staff development models you can use to set up your own digital and media literacy initiative.

Over the past forty years, media education research has emerged as a historical, epistemological and practical field of study. Shifts in the field—along with radical transformations in media technologies, aesthetic forms, ownership models, and audience participation practices—have driven the application of new concepts and theories across a range of both school and non-school settings. The Handbook on Media Education Research is a unique exploration of the complex set of practices, theories, and tools of media research. Featuring contributions from a diverse range of internationally-recognized experts and practitioners, this timely volume discusses recent developments in the field in the context of related scholarship, public policy, formal and non-formal teaching and learning, and DIY and community practice. Offering a truly global perspective, the Handbook focuses on empirical work from Media and Information Literacy (MIL) practitioners from around the world. The book 's five parts explore global youth cultures and the media, trans-media learning, media literacy and scientific controversies, varying national approaches to media research, media education policies, and much more. A ground breaking resource on the concepts and theories of media research, this important book: Provides a diversity of views and experiences relevant to media literacy education research Features contributions from experts from a wide-range of countries including South Africa, Finland, India, Italy, Brazil, and many more Examines the history and future of media education in various international contexts Discusses the development and current state of media literacy education institutions and policies Addresses important contemporary issues such as social media use; datafication; digital privacy, rights, and divides; and global cultural practices. The Handbook of Media Education Research is an invaluable guide for researchers in the field, undergraduate and graduate students in media studies, policy makers, and MIL practitioners.

Creating Video for Teachers and Trainers This practical resource will help teachers and trainers produceprofessional quality training videos, even while using less thanprofessional quality equipment and software. Author TimothySpannaus shows how to use professional techniques withoutconsumer-grade equipment to produce videos that work and tell theintended story, minimizing defects that get in the way of improvinglearning and performance. The book is a must-read text for all educators keen to effectively convey the excitement and wonder of science in the 21st century. Praise for Creating Video for Teachers and Trainers "This is a practical, immediately usable resource, filled withconcrete and creative ideas and tips. For those of us wanting toknow how to plant our feet and not stumble when venturing intothis new and making great videos, it's a godsend." —LenScrogan, digital learning architect, Future-Talk Blog "The perfect roadmap for instructional professionals new tovideo production. Includes evidence-based guidelines on the when,why, and how of video for training purposes."—Ruth Clark,president, Clark Training and Consulting "In my 20-plus years working in the television, training, andcorporate communication industry, Tim's book is the first toprovide a practical and budget-conscious approach to videoproduction for the learning professional. Comprehensive in itsscope, the book's realistic examples, combined with a systematicroadmap, arms you with the tools to kickstart your videos with aquality and efficiency that we all dream about in the learningprofession."—David Shulkin, Video Operations and InstructionalTechnology Catalyst, Bloomfield Hills Schools Digital MediaServices

This book argues for dynamic and relevant school experiences for primary and early secondary learners that embed digital media production. It proposes a vision of literacy that combines new technologies with multiple modes of meaning-making. Drawing on theories related to cultural studies, media literacy, anthropology, and creativity, the author explores learning strategies with digital media based on an empowering, values-driven framework. The book advances innovative teaching methods, critiquing educational " reforms " that marginalize digital media and fail to engage with the complex tensions and textures of modern pedagogy. Positioning film and media-making as vital practices in schools that nurture the skills, dispositions and competencies of modern literacy, the model foregrounds connections between human agency, cognition, and creative practice. This innovative book will appeal to students and scholars of creativity, digital media production, primary education and literacy.

Media Education for a Digital Generation

Literacy in a Digital World

Teaching Communication and Media Studies

Linking theory and practice

Digital Media and Learner Identity

Integrating Video into Pre-Service and In-Service Teacher Training

A Guide to Classroom Method

Media education for digital citizenship is predicated upon the ability to access, analyze, evaluate and produce media content and communication in a variety of forms. While many media literacy approaches overemphasize the end-goal of accessing digital media content through the acquisition of various technology, software, apps and analytics, this book argues that the goals for comprehensive and critical digital literacy require grasping the means through which communication is created, deployed, used, and shared, regardless of which tools or platforms are used for meaning making and social interaction. Drawing upon the intersecting matrices of digital literacy and media literacy, the volume provides a framework for developing critical digital literacies by exploring the necessary skills and competencies for engaging students as citizens of the digital world.

This book delves into a review of current research, active learning strategies, Web courseware, metacognition, strategies for Web discussions, promoting student self-regulation, building interactive Web pages, basic HTML coding, managing Web sites, using databases, automated testing, and security and legal issues. It helps readers pick and choose what aspects of the Web to employ to achieve the greatest student learning gains.

"Incorporating advice from message design and multimedia research, this practical guide helps trainers plan, produce, edit, and distribute compelling, professional video, using inexpensive or free consumer-grade equipment and software. Paralleling the work process a teacher or trainer would follow, the guide shows how to "tell a story" that will engage an audience and enables trainers to create instructional videos for a wide variety of uses and traditional and digital media."--

Facebook, Twitter, Google+, today's tech-savvy students are always plugged in. However, all too often their teachers and administrators aren't experienced in the use of these familiar digital tools. If schools are to prepare students for the future, administrators and educators must harness the power of digital technologies and social media. With contributions from authorities on the topic of educational technology, What School Leaders Need to Know About Digital Technologies and Social Media is a compendium of the most useful tools for any education setting. Throughout the book, experts including Will Richardson, Vicki Davis, Sheryl Nussbaum-Beach, Richard Byrne, Joyce Valenza, and many others explain how administrators and teachers can best integrate technology into schools, helping to make sense of the often-confusing world of social media and digital tools. They offer the most current information for the educational use of blogs, wikis and podcasts, online learning, open-source courseware, educational gaming, social networking, online mind mapping, mobile phones, and more, and include examples of these methods currently at work in schools. As the book clearly illustrates, when these tools are combined with thoughtful and deliberate pedagogical practice, it can create a transformative experience for students, educators, and administrators alike. What School Leaders Need to Know About Digital Technologies and Social Media reveals the power of information technology and social networks in the classroom and throughout the education community.

Language Learning with Digital Video

Beyond the Morning Newscast

Toward a Digital Future

English Teaching in the Secondary School

Teaching Women and Film

Learning to Teach Using ICT in the Secondary School

Urban Education with an Attitude

Designed for communication/media educators and graduate students, Teaching Communication and Media Studies is a practical and conceptual guide to teaching university courses in communication and media studies, relying on her extensive experience instructing graduate students on the ins and outs of teaching. Jan Fernback discusses theoretical and applied to offering instructors at all levels strategies they can use to create a successful classroom experience. Fernback also considers the logic, design and delivery of courses in communication and media studies, while encouraging readers to reflect on their own strategic pedagogical decisions. Supplemented with interviews of successful communication instructors and successful communication and media studies courses, regardless of level of experience.

The utilization of media has proven to be a beneficial instructional method in learning environments. These tools are particularly useful for teacher training, promoting better reflection on current practices. Integrating Video into Pre-Service and In-Service Teaching Training provides a comprehensive overview on the application of class video recordings to encourage successful classroom habits. Highlighting concepts relating to professionalism, didactics, and technological techniques, this book is a pivotal reference source for researchers, educators, practitioners, and students

An update to a provocative manifesto intended to serve as a platform for debate and as a resource and inspiration for those teaching in online environments. In 2011, a group of scholars associated with the Centre for Research in Digital Education at the University of Edinburgh released "A Manifesto for Teaching Online," a series of provocative statements intended to and a 2016 update, the authors court both the "impoverished" vision of education being advanced by corporate and governmental edtech and higher education's traditional view of online students and teachers as second-class citizens. The two versions of the manifesto were much discussed, shared, and debated. In this book, the authors have expanded the text to the abbreviated provocations. The book groups the twenty-one statements ("Openness is neither neutral nor natural: it creates and depends on closures;" "Don't succumb to campus envy: we are the campus") into five thematic sections examining place and identity, politics and instrumentality, the primacy of text and the ethics of remixing, the way algorithms and be resisted. Much like the original manifestos, this book is intended as a platform for debate, as a resource and instnction for those teaching in online environments, and as a challenge to the techno-instrumentalism of current edtech approaches.

This book explores the power of using media education to help urban teenagers develop their critical thinking and literacy skills. Drawing on his twenty years of experience working with inner-city youth at the acclaimed Educational Video Center (EVC) in New York City, Steven Goodman looks closely at both the problems and possibilities of this model of media education and violence. Teaching Youth Media: Describes the changes schools and after-school programs need to make in order to create a media education that empowers students to change their world; Explores the intersection of literacy and culture as youth learn to analyze information from a variety of sources, including television, newspapers, books, films, school and teachers engaged in making video documentaries at EVC and in an alternative high school; Illuminates the practical day-to-day challenges faced by professional developers and teachers working to change the way education is practiced in their classes and schools.

A Companion to School Experience

Teaching Digital Video Production

Teaching, Learning and Literacy Practices with Young Learners

Teaching in a Digital Age

Discovering Media Literacy

DMA Series

Teaching Youth Media

*How are widely popular social media such as Facebook, Twitter, and Instagram transforming how teachers teach, how kids learn, and the very foundations of education? What controversies surround the integration of social media in students' lives? The past decade has brought increased access to new media, and with this new opportunities and challenges for education. In this book, leading scholars from education, law, communications, sociology, and cultural studies explore the digital transformation now taking place in a variety of educational contexts. The contributors examine such topics as social media usage in schools, online youth communities, and distance learning in developing countries; the disruption of existing educational models of how knowledge is created and shared; privacy; accreditation; and the tension between the new ease of sharing and copyright laws. Case studies examine teaching media in K–12 schools and at universities; tuition-free, open education powered by social media, as practiced by the University of the People; new financial models for higher education; the benefits and challenges of MOOCs (Massive Open Online Courses); social media and teacher education; and the civic and individual advantages of teens' participatory play. ContributorsColin Agur, Jack M. Balkin, Valerie Belair-Gagnon, danah boyd, Nicholas Bramble, David Buckingham, Chris Dede, Benjamin Gleason, Christine Greenhow, Daniel J. H. Greenwood, Jiahang Li, Yite John Lu, Mintyhuyen Mai, John Palfrey, Ri Pierce-Grove, Adam Poppe, Shai Reshetf, Julia Sonnevend, Mark Zwischauer*

*This book is a practical resource for anyone teaching a television production class or running a morning news show at the elementary, middle, or high school level.*

*Producing Video for Teaching and Learning: Planning and Collaboration provides lecturers, researchers, professors, and technical staff in educational settings with a framework for producing video resources for teaching and learning purposes. This highly useful guide brings together the literature from the field into a constructive, developmental framework, prompting users to reflect on their own ideas at each stage of the production process. O'Donoghue makes clear distinctions between related aspects of video production, and offers working definitions where appropriate in order to address the academic and tertiary support technical audience. Interviews with established professionals in the field illustrate the possibilities—and limitations—of video for teaching and learning. Producing Video for Teaching and Learning gives readers the power to enhance the learning capacity of their own video materials.*