



Language Learning with Machinima
EU funded CAMELOT project (2013-2015)



May 2015 CAMELOT Project Newsletter

Hello everyone

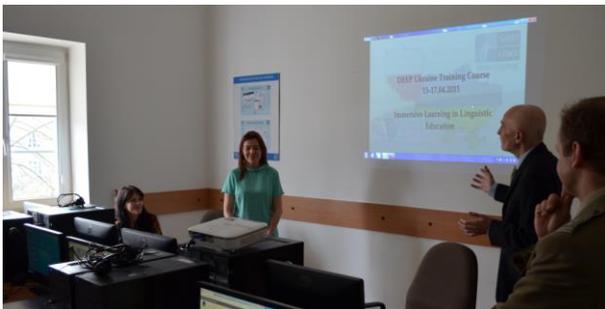
Here is an update of news, machinima, presentations and webinars that have all made up the recent activities from the CAMELOT Project consortium. There is a second iteration of the teacher training course running now in two formats, one is a self-study course and one is facilitated. This time of year there are lots of conference presentations taking place and interest in making machinima seems to be growing daily!

First machinima in NATO DEEP Ukraine

The first ever machinima workshops for English teachers participating in NATO Education Enhancement Programme Ukraine (DEEP Ukraine) were held at the National Defence University in Warsaw between 13 and 17 April 2015.

The objective of the workshop was to familiarize teachers and professors of English from five defence education institutions located in Kyiv, Lviv, Kharkiv and Zhytomyr with the use of machinima in teaching and learning.

The results of the workshop were five wonderful English machinima on posttraumatic stress disorder, which can be used for teaching English in military context.



Through the workshop, the NDU contributes to the professionalization of the civilian defence officials of partner countries. Ukraine is one of the Eastern countries participating in the DEEP Ukraine to connect educators from NATO countries with their partner countries with the objective of enhancing educational curricula and learning methods.

CAMELOT Webinar by Professor James Gee

On the 11th May 2015, UCLan welcomed Professor James Paul Gee, from Arizona State University. His webinar, entitled "Video, Games, Language Learning and Literacy" was very well attended and a real success. To watch the recording visit:

<http://breeze01.uclan.ac.uk/p9c1dhinbey/>

Interview with Hanna Outakoski

For this month's interview Christel Schneider talked to Hanna. **Hanna Outakoski** works at Umeå University in Northern Sweden. She teaches North Sámi and is currently involved in a research project that looks at multilingual children's writing process. Virtual learning spaces are Outakoski's personal interest, and she hopes that the development in the virtual learning field will provide endangered languages new means of language maintenance, development and revitalization.

<https://youtu.be/bTJTUQ6OYKA>





A Final Dissemination CAMELOT Project Event

There will be a CAMELOT Project Panel discussion at the Institute of English Studies and the Center for Modern Languages (ZeMoS) at Leuphana University Lüneburg as part of the Language. Learning. Technology. 2015 Conference.

Feedback from a MOOT 1 Participant

Some of our MOOT 1 participants are still learning – Nuno joined us on EduNation one evening and learned about green screen techniques. He wrote in the MOOT:

“I had to give it a try, just for fun, and here is the first edit. <https://youtu.be/KT2B3CEXetA>



Doing machinima in Minecraft can be quite a problem, since a simple dialog would require three licenses (two characters and camera man). To run a local server and allow custom outfits, characters and mods, add an additional \$400.

Anyway, my students were quite thrilled to watch this! I'm currently recording the audio, and trying to improve the video edit.

By the way, I had to use green screen tricks to display the Moon landing photos. Thank you so much for teaching me this, Carol! PS: I just found out that among my 7th graders some have YouTube channels with Minecraft machinima of their own!

[The CAMELOT Project WEB SITE](#)

Annie's Thoughts on "Why use Machinima"

Virtual worlds are a stage. I'm not talking only about drama or role plays. It can be an opportunity to develop passive skills such as listening with the help of pictures/videos or virtual flashcards. In a world full of video stimuli and digital devices, our students may feel at ease. It is a way to involve them to act/ create/ speak/write as well, beyond the traditional classroom.

I have a clear idea of the way I will use Machinima as soon as my training is over. We are already running a project in the OpenSim virtual world managed by the research bureau of the Italian Department of Education. The children have already worked on the texts and we will start with role plays. They are used to working in teams, through e-learning platforms and in a 3D environment. Despite their young age, they are fast-learners and quite creative. I would like them to organise and use the instrument to prepare a learning environment about dreamtime legends, through storytelling. A good alibi to make them work as a team, to solve problems together, to discuss in a peaceful way and to do something they would have never done in the classroom or on a real stage. A good way for them to watch their performance then and evaluate themselves.

I have seen some shy students or special need learners completely change in virtual worlds and some have proved to be excellent tutors to their peers. Working from home is time-demanding but it creates a great atmosphere. We have organised small groups and fixed appointments online though a calendar on my website.

I still need to fully understand the potentials of machinima, and think well about all the ways I could use it. Maybe through the interactive links provided with by YouTube, like a grammatical game book. It could be our project next year.

I think the main reason might be: motivation. It remains a tool. We all know that technology does not make a teacher, that it does not provide with a successful path out of the blue. I'm looking forward to seeing how it will proceed and I'm relying on our sharing our experiences even after the course to better our use of such ICT tools.

[The CAMELOT YOUTUBE Channel](#)