



Stichting NIOC en de NIOC kennisbank

Stichting NIOC (www.nioc.nl) stelt zich conform zijn statuten tot doel: het realiseren van congressen over informatica onderwijs en voorts al hetgeen met een en ander rechtstreeks of zijdelings verband houdt of daartoe bevorderlijk kan zijn, alles in de ruimste zin des woords.

De stichting NIOC neemt de archivering van de resultaten van de congressen voor zijn rekening. De website www.nioc.nl ontsluit onder "Eerdere congressen" de gearchiveerde websites van eerdere congressen. De vele afzonderlijke congresbijdragen zijn opgenomen in een kennisbank die via dezelfde website onder "NIOC kennisbank" ontsloten wordt.

Op dit moment bevat de NIOC kennisbank alle bijdragen, incl. die van het laatste congres (NIOC2023, gehouden op donderdag 30 maart 2023 jl. en georganiseerd door NHL Stenden Hogeschool). Bij elkaar bijna 1500 bijdragen!

We roepen je op, na het lezen van het document dat door jou is gedownload, de auteur(s) feedback te geven. Dit kan door je te registreren als gebruiker van de NIOC kennisbank. Na registratie krijg je bericht hoe in te loggen op de NIOC kennisbank.

Het eerstvolgende NIOC vindt plaats op donderdag 27 maart 2025 in Zwolle en wordt dan georganiseerd door Hogeschool Windesheim. Kijk op www.nioc2025.nl voor meer informatie.

Wil je op de hoogte blijven van de ontwikkeling rond Stichting NIOC en de NIOC kennisbank, schrijf je dan in op de nieuwsbrief via

www.nioc.nl/nioc-kennisbank/aanmelden-nieuwsbrief

Reacties over de NIOC kennisbank en de inhoud daarvan kun je richten aan de beheerder:

R. Smedinga kennisbank@nioc.nl.

Vermeld bij reacties jouw naam en telefoonnummer voor nader contact.

3D Video Producties

Toepassingen voor het talenonderwijs



Ton Koenraad ([TELLConsult](#))

NIOC 2015 Conference. Enschede, Netherlands

Presentation Contents

- 3D Worlds & (Language) Education.
- Video Production in 3D settings
- The EU project 'CAMELOT: Focus on CLIL contexts.



Find this document and more
references to related web
resources here:

<http://tinyurl.com/video-camelot>

1990 – 2011

Hogeschool Utrecht
University of Applied Sciences

Faculty of Education

Ton Koenraad

2011 – present

TELLConsult
Technology
Enhanced
Lifelong & Language
Learning



• [Login or register](#)

TELLConsult

TELLConsult is a small consultancy firm initiated and owned by Ton Koenraad.

As a *linking pin* between research and practice its general objective is to contribute to quality promotion of **Technology Enhanced Language Learning**. To this end the main activities are related to:

- advising management and supporting ICT-coordinators
- the acquisition, coordination and evaluation of e-learning and CALL projects
- professional development of (language) teachers, teacher educators and material developers

TELL also stands for **Technology Enhanced Lifelong Learning**, the firm's second focus of interest and expertise.

TELLConsult Activities in this strain are aimed at strategy and project development for the involvement of native speakers, student teachers and senior, ex- and retired language teachers in assisting secondary schools realising web-based language teaching.

Among others, recent technological developments such as synchronous spoken communication and voice-enabled Virtual Worlds are used to help address issues resulting from the imminent shortage of qualified language teachers in a number of countries.

TELLConsult's time and expertise is also made available to not-for-profit organisations such as the [English for Kids Foundation](#).

For more information see the [activities](#)
TELLConsult representatives are/were involved in.

Blog posts

- [TELLConsult levert bijdrage aan Levende Talen Studiedag 2011](#)
- [Ervaringen van EU projecten met 3D en onderwijs](#)
- [TELLConsult at EUROCALL 2011](#)
- [EU Project on IWBs in Vocational Education](#)
- [Linguist list review of Digital Genres, New Literacies and Autonomy in Language Learning \(Luzon et al., 2010\)](#)

[More](#)

Recent content

[TELLConsult levert bijdrage aan Levende Talen Studiedag 2011](#)
tonk

[EUROCALL-NL](#)
tonk

[Nieuws](#)
tonk

Project Images

[More](#)

Overheard on Twitter

[koenraad: interviews with Colpaert, Guichon, Müller, Hartmann, Davies & Lund 2 be published on @LevendeTalen centennial DVD](#)
[http://t.co/IXtSISGT #telle](#)
[koenraad: last poll day: vote 4 workshop 'What do we know about the use of #3D worlds in \(language\) education?' More here: http://t.co/GGctv8Ax #ilang](#)
[koenraad: vandaag laatste kans: stem op SURF workshop 'Wat weten we over het gebruik van #3D-werelden in het \(taal\)onderwijs?'](#)
[http://t.co/KT37Aim](#)
[koenraad: Call 4 papers CALICO 2012 CONFERENCE Quest Education Resources](#)



EU project 'Camelot'

3D Virtuele Werelden als Studio's voor de Productie van
Video Lesmateriaal.



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



Professional & Authentic video content. Classroom viewing techniques.



1. Silent Viewing
2. Freeze Frame
3. Roleplay
4. Behaviour Study
5. Prediction
6. Thinking and Feeling
7. Sound Only
8. Watchers and Listeners
9. Telling the Story
10. Culture Comparison

50 Ways To Use Video In The Classroom



Teacher and learner generated content: methods & tools

The image shows a screenshot of an Indiegogo campaign page. At the top, the Indiegogo logo is on the left, and navigation links for 'EXPLORE', 'HOW IT WORKS', and 'START YOUR CAMPAIGN' are in the center. On the right, there are links for 'Connect', 'Sign up', and 'Log in'. The campaign title 'Digital Classrooms - Online Video' is prominently displayed in the center, with location 'Sevenoaks, United Kingdom' and category 'Education' below it. A navigation bar shows 'Story' (selected), 'Updates 16', 'Comments 14', and 'Funders 132'. On the left side, there are social sharing options: 'Share' (850), 'Tweet' (60), 'G+1' (27), 'Email', 'Embed', 'Link', and 'Follow'. The main content area features a video player with the text 'Digital Classrooms Online video A digital Book For Teachers'. Below the video, the campaign creator 'Nik Peachey' is identified as 'Writer and producer'. To the right of the video, a 'Campaign Team' section shows a profile picture. Further right, a funding progress bar shows '£5,135 GBP RAISED OF £5,000 GOAL' at 103% completion. A 'CAMPAIGN CLOSED' banner indicates the campaign ended on February 11, 2014. Below this, a 'SELECT A PERK' section shows a perk for '£2 GBP' titled 'My eternal gratitude' with a description: 'My eternal gratitude and the knowledge that you helped to fund a really great project that I hope will help teachers and students all over the world.'

Digital Classrooms - Online Video

Sevenoaks, United Kingdom | Education

850 Story | Updates 16 | Comments 14 | Funders 132

Share | Tweet | G+1 | Email | Embed | Link | Follow

Digital Classrooms
Online video
A digital Book For Teachers

Nik Peachey
Writer and producer

Campaign Team

£5,135 GBP
RAISED OF £5,000 GOAL

103% 00 time left

This campaign started on Jan 02 and closed on February 11, 2014 (11:59pm PT).

Fixed Funding

CAMPAIGN CLOSED
This campaign ended on February 11, 2014

£2 GBP

My eternal gratitude

My eternal gratitude and the knowledge that you helped to fund a really great project that I hope will help teachers and students all over the world.

A digital resource book to help teachers exploit online video technology in learning.

When users generate content...

Film making is more than just remembering information and reproducing it, **it takes:**

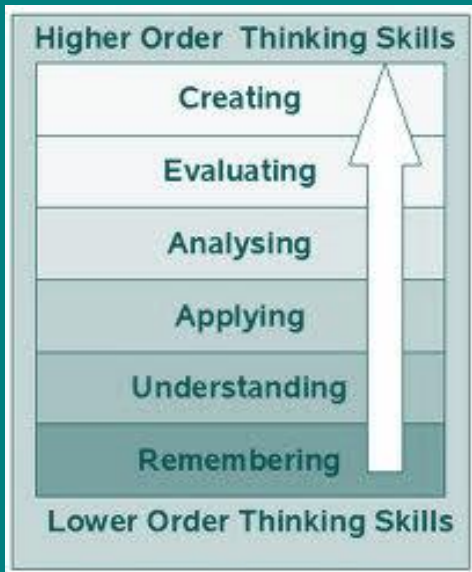
- creativity
- investigation of sources,
- structuring

And contributes to develop:

- problem-solving skills
- higher levels of thinking, e.g.:
- writing, teamwork, planning...



21st Century Skills



3D worlds for Language & Intercultural competence development through encounters and events



Virtuele werelden in het onderwijs

Toegevoegde waarde Communicatie



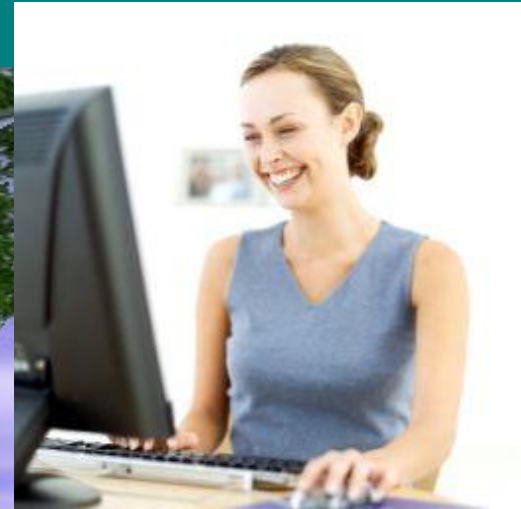
CMC

Verbal and NonVerbal

Small Group

Interpersonal

Virtual Language Village



- Teachers
- Student Teachers & Trainers
- Fellow pupils





**Socialising /
Informal learning**

EU project 'Camelot'

CreAting Machinima
Empowers
Live Online Language
Teaching
and Learning



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





Aims and Objectives

1. Create, test & share machinima exploring the role of visual communication in language learning
2. Produce guidelines & training about how to create them
3. Promote teacher autonomy and blended learning
4. Create an online community of practice





GENRES OF MACHINIMA





GENRES OF MACHINIMA

- ✓ Informative (Documentaries)
- ✓ Instructions (Tutorials)
- ✓ Demonstrations (Language use, Portfolio evidence)
- ✓ Humour /Jokes and Riddles
- ✓ Narratives (Storytelling)
- ✓ Role-plays
- ✓ Promotion (Book trailer)

MFL Pedagogical Functions



- Introduce a new topic
- Introduce special / CLIL language content
- Visualise meaning
- Model language use
- Promote extensive reading motivation
- [The eye](#)
- [If I could fly...](#)
- [Making a call](#)
- [Professional skills training](#)
- [Book trailer](#)



MFL Pedagogical Functions



- Provide context for tasks & projects
- Telecollaborative projects
- Subtitling, synchronous reporting processes, content presentation
- [Transmedia storytelling](#)
- Blended: 2D + 3D activities




Machinima as input for learning objects: with content processing scaffolds

Lingorilla
Learning Languages

CAMELOT - Sport - Video

Video

Practice



Transcript

Adam:
Hallo, ich heiße Adam. Wie heisst du?

Karla:
Hi, ich bin Karla.

Adam:
An was bist du interessiert?

Karla:
Ich? Ich bin an Sport interessiert. Und du?

Adam:
Ich auch. Ich mag Sport sehr, sehr gerne.

Ich interessiere mich für Tennis, Boxen und Golf. Was ist mit dir?

dict.cc Search

Enter keyword above!

Download

Subtitles

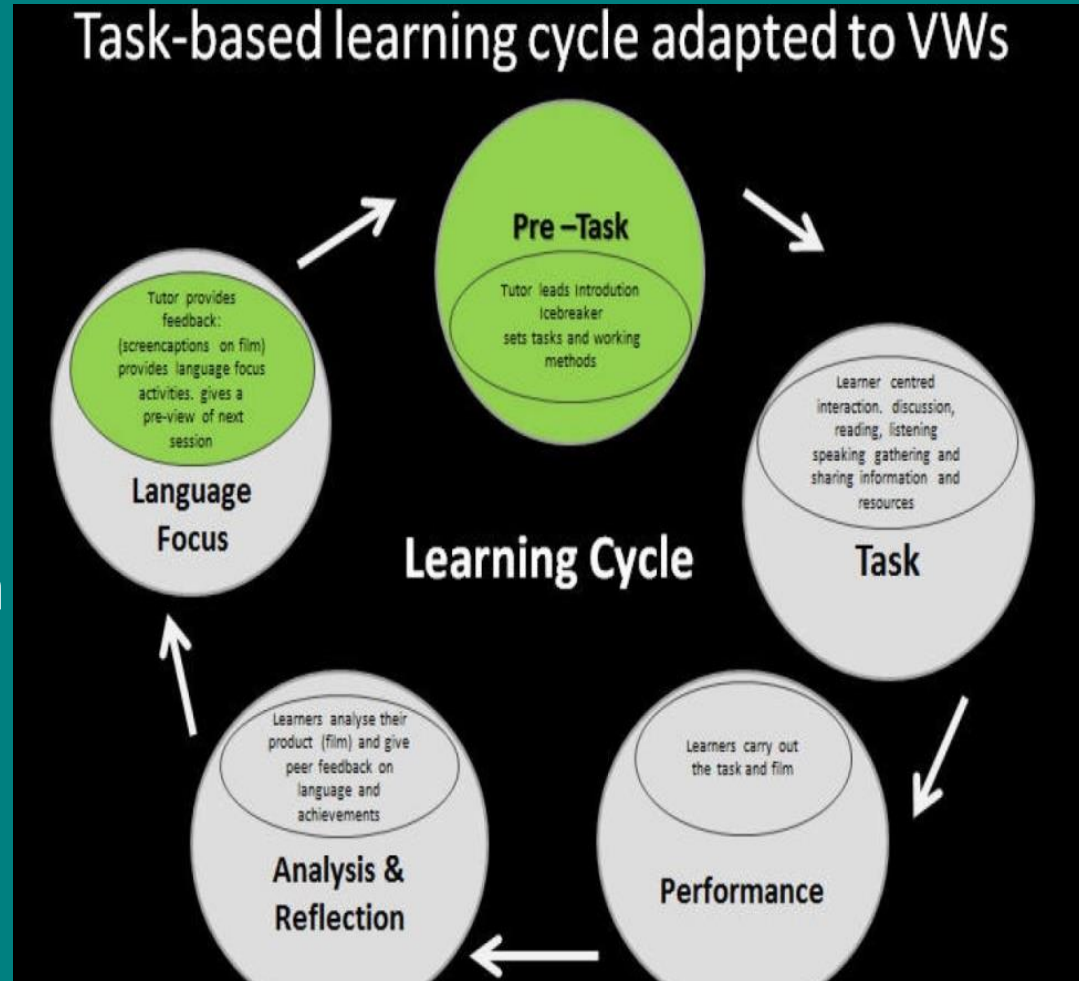
Ich bin nicht an Tennis, Boxen und Golf interessiert.
Ich habe Interesse an Yoga und Gymnastik.

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For blended learning &
classroom flipping

MFL Pedagogical Functions

- Learner generated content for:
 - Telecollaborative projects
 - Assessment & Feedback provision
 - Portfolio content



Credits: Christel Schneider

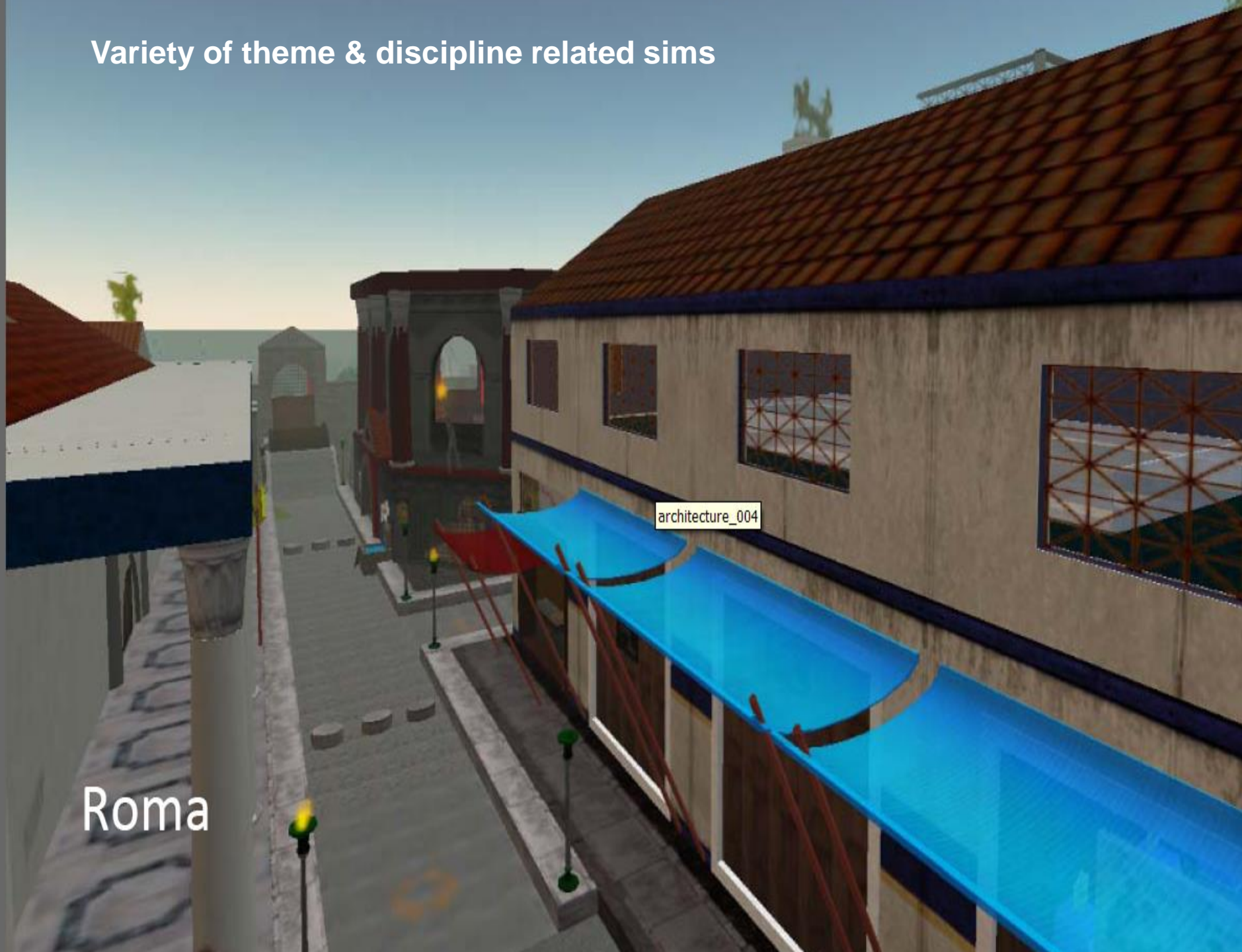


Interesting for CLIL because...

- [Training and Skills Development](#)
- [Self-paced Tutorials](#)
- [Displays and Exhibits](#)
- [Immersive Exhibits](#)
- [Roleplays and Simulations](#)
- [Data Visualisations and Simulations](#)
- [Libraries, Art Galleries and Museums](#)
- [Historical Re-creations and Re-enactments, Living and Immersive Archeology](#)
- [Computer Programming](#)
- [Artificial Intelligence Projects](#)
- [Artificial Life Projects](#)
- [Multimedia and Games Design](#)
- [Art and Music Projects](#)
- [Literature, Composition and Creative Writing](#)
- [Theatre and Performance Art](#)
- [Photostories and Photo Scenarios](#)
- [Machinima](#)
- [Treasure Hunts and Quests](#)
- [Virtual Tourism, Cultural Immersion and Cultural Exchange](#)
- [Language Teaching and Practice, and Language Immersion](#)
- [Social Science and Anthropological Research](#)
- [Awareness/Consciousness Raising and Fund Raising](#)
- [Support and Opportunities for People with Disabilities](#)
- [Politics, Governance, Civics and Legal Practice](#)
- [Business, Commerce, Financial Practice and Modelling](#)
- [Real Estate Practice](#)



Variety of theme & discipline related sims



architecture_004

Roma

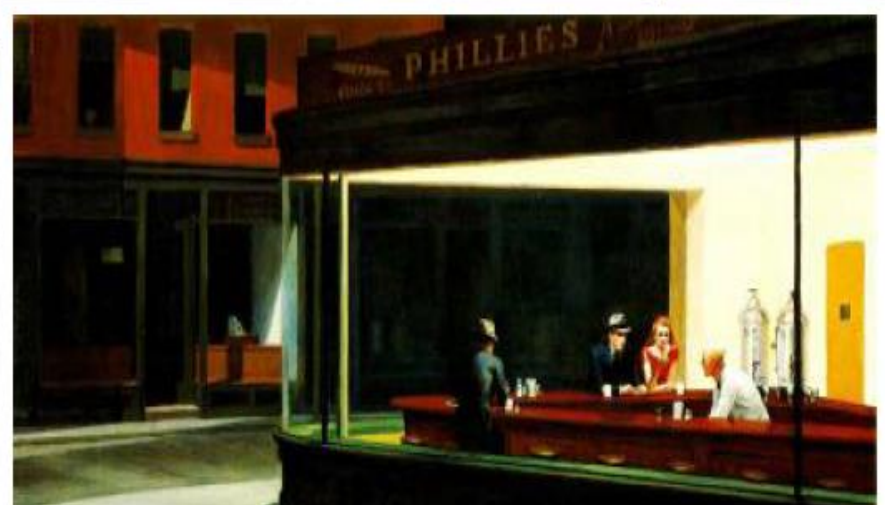
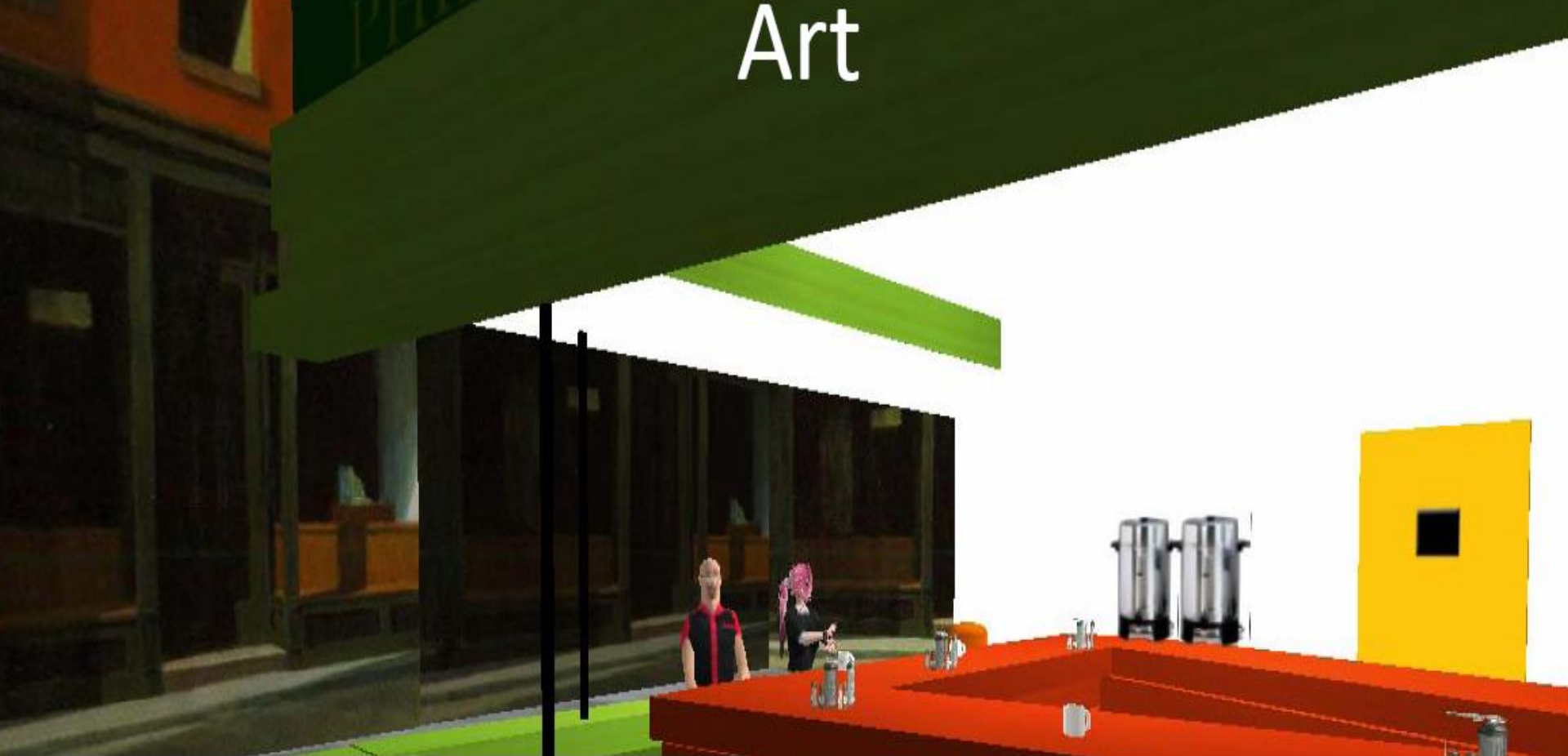
TITANIC 3D



WELCOME ABOARD ON TITANIC 3D



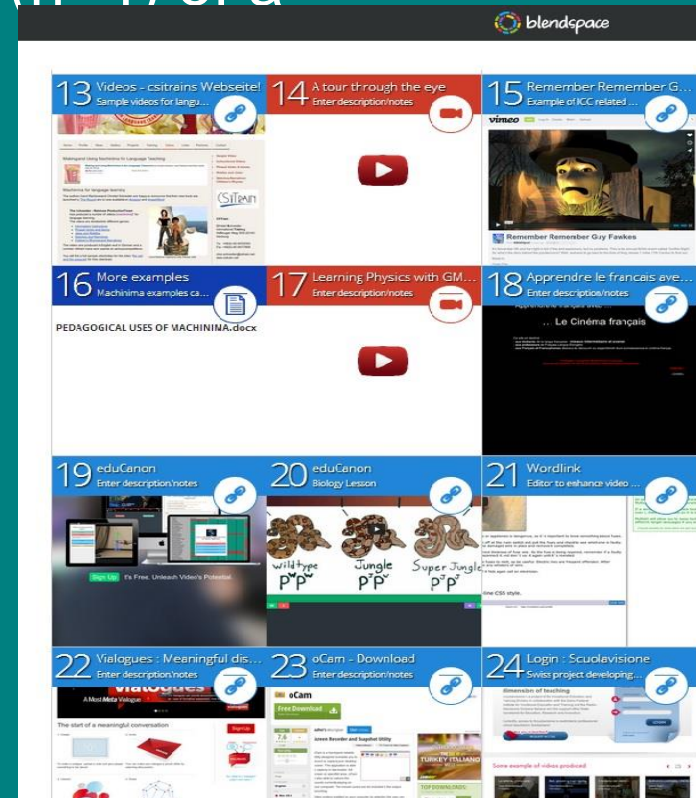
Art



nighthawks1_003

The Dutch CLIL Pilot

- Involvement of Dutch School (secondary Education)
- Initial participation by teachers (n=4) of a variety of disciplines
- Resources on video formats and machinima provided



Pilot development

- December 2014: First ideas submitted
- December: F2F meeting (machinima concept, lesson plan template)
- January 2015: e-mail communication and coach feedback on proposals



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



Machinima

ID#	
Title	Pythagoras in 3D
Content summary	A cuboid with a space diagonal. The diagonal face of the figure should expand outwards of the picture, showing the space diagonal as a diagonal of this rectangle. This will allow students to be more aware of the 3-D structure
Resource Language	English
Language Level	The CEF level of the language used in the machinima: B1?
Key function of Machinima	<ul style="list-style-type: none"> • Explanation, focus on the known concepts in a new 3-d environment
Text type	<ul style="list-style-type: none"> • Created texts (Texts authored by non-native speakers for non-native speakers to achieve pre-determined curricular goals) • Semi-authentic texts (Texts created by native and/or non-native speaker, based on original language materials, but adapted to fit curricular needs) • Authentic texts (Texts created by native speakers for native speakers for consumption in a native environment)
Originally produced for	Specify whether this machinima was produced for: <ul style="list-style-type: none"> • Teacher directed activities • Blended learning • Independent learning
Shooting environment(s))	Whatever works best, you know that better than I do
Related Implementation Description	Provide a link/reference to the description of how this machinima was (planned to be) used: <ul style="list-style-type: none"> • Lesson planning • Learning object description

Opmerking [T1]: Please provide drawing (s) and indications on aspects such as perspective: front view, shots from various angles. What setting/background?

Opmerking [T2]: Please provide a script using the relevant English terms for the concepts covered in spoken comment or dialogue by avatars exploring the object.

Opmerking [T3]: See previous comment. Is the machinima to help develop spatial imagination?

Machinima for Math [\[link\]](#)

- Pythagoras in 3-D; Why the machinima?
- Production Process
- Pilot research: methods & research.



Mathland

Pythagoras 3-D

Instruction:

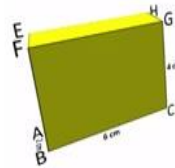
You are going to watch a video which shows how to use Pythagoras' Theorem in a three dimensional object. The video will be paused a couple of times to allow for an explanation. After the video is over, please answer questions on this worksheet.

Prior to the movie:

Read through all of the questions below. Ask for a clarification if needed.

Question 1: What is the name of the shape below?

.....



Question 2: What special type of line is line AC?

.....

Question 3: Without measuring or calculating, can you think of other lines that have the same length as line AC?

.....

Question 3: What do we call line AG?

.....

Question 4: What other lines have the same length as line AG?

.....

Question 5: What are the steps of calculating a line with Pythagoras' Theorem?

Step 1:
 Step 2:
 Step 3:
 Step 4:

During the movie:

Question 5: Calculate the length of line AC. Use Pythagoras' Theorem

Step 1:

Step 2:

Step 3:

Step 4:

Question 6: Calculate the length of line AG. Use Pythagoras' Theorem

Step 1:

Step 2:

Step 3:

Step 4:

After the movie:

To calculate a line in a three dimensional object using Pythagoras' Theorem you have to follow certain steps

Question 7: Try to think of the steps you need to take to calculate a line like we just did.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

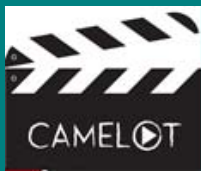


CAMELOT

Language Learning with Machinima

More info on:

- [Practitioner reports](#)
- [Camelot film productions](#)
- [Training options](#)
- [Joining the Camelot network](#)



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



Lifelong
Learning
Programme



summerschool

EU grants for Summercourses at:

www.tellconsult.eu

- ICT for oral skills & telecollaboration
- IWB in Language Education
- Promoting Dialogue using the IWB

Again next year. Also here in...?

