1. ACADEMIC LITERATURE: BOOKS

1.1.

Language/s	English
Author	Francois Victor Tochon
Title	Video study groups for education, professional development, and change
Date	1999
Full reference	Tochon, F. V. (1999). *Video study groups for education, professional development, and change*. Madsion, Wis: Atwood Pub.
Summary	Both a practical guide to using a video study group for professional development, and a theoretical treatment of the pedagogical basis for using video. The approach involves the group as a whole or members of it making videotapes illustrating aspects of what they training is about, then the group analyzing and discussing them.
Key words	Education, video, study groups
Other interesting information	Book review: http://www.academia.edu/2605771/Video_study_groups_for_education_professional_development_and_change
Interest for the project	4

1.2.

Language/s	English
Author	Susan Stempleski; Barry Tomalin
Title	Video in Action: Recipes for Using Video in Language Teaching.
Date	1990
Full reference	Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York, N.Y: Prentice Hall.
Summary	This series for teachers and teacher trainers gives sound, straightforward advice on good teaching methods, and practical suggestions for lessons and activities. Provides a thorough rationale for using video for language teaching, introduces the various types of videos, features 100 specific recipes for classroom activities, and includes a cross-referenced index of level, purpose, and sequence type.
Key words	Video, classroom activities, teaching methods
Other interesting information	
Interest for the project	5
Full document uploaded in *Crocodoc* (Note.3)	

1.3.

Language/s	Italian
Author	Loredana Pavone (2003)
Title	Il video nella didattica delle lingue straniere.
Date	2003
Full reference	Loredana, P. (2003). *Il video nella didattica delle lingue straniere*. Catania: CUECM.
Summary	Guideline and practices on how to use videos for language teaching and learning.
Key words	Language learning, videos, new technologies for learning, video-production.
Other interesting information	ISBN: 88·86673·13·2.
Interest for the project	5

1.4.

Language/s	English
Author	Maher Bahloul;Carolyn Graham
Title	Lights! Camera! Action and the brain: The use of film in education.
Date	2012
Full reference	Bahloul, M., & Graham, C. (2012).*Lights! Camera! Action and the brain: The use of film in education.* Cambridge [etc.: Cambridge ScholarsPublishing.
Summary	Lights Camera Action and the brain: The Use of Film in Education is about an innovative pedagogy whereby performing arts and digital production play a key role in teaching and learning. The book combines theory and practice; as such, it lays solid neurological foundations for film and media literacy, and provides several relevant practical applications from worldwide scholars. The book contains thirteen chapters three of which address a number of theoretical issues related to the camera and the brain while the remaining ten are practical illustrations of the extent to which film and video are used as pedagogical tools. In the book preface, Nikos Theodosakis, author of 'The Director in the Classroom', writes that the book contributors 'have built a wonderful bridge for us to travel over'. In fact, the book chapters transcend age restrictions to include diverse age groups, children and young adults. The topics range from learning language and philosophy to learning about one's self, one's environment, and one's cultural identity. Much more importantly, the book addresses the needs of regular and special needs learners. Arts in general, and films in particular, are shown to display salient and dynamic roles in appealing to a wide variety of regular and special needs learners. In short, the book is highly beneficial to educators and to education managers; it 'will have the power to change teaching and the way the curriculum is perceived' for several generations to come.
Key words	Films, education, innovative pedagogy
Other interesting information	http://www.bahloul.com/index.php/component/content/article?id=2
Interest for the project	5

1.5.

Language/s	Spanish
Author	Amalia Creus, Daniel Aranda and Jordi Sánchez-Navarro (editors)
Title	Educación, Medios Digitales y Cultura de la Participación
Date	November 2013
Full reference	Creus, A., Aranda, D. & Sánchez-Navarro, J. (Eds) (2013). *Educación, Medios Digitales Cultura de la Participación.* Barcelona: Editorial de la Universitat Oberta de Catalunya.
Summary	Individual chapters about the future of education; including a chapter on video education.
Key words	media education, digital media, creativity, video education, flipped classroom
Other interesting information	
Interest for the project	4

1.6

Language/s	Catalan, Dutch, English, French, German, Icelandic, Romanian, Spanish.
Author	Armin Hottmann (coord.)
Title	Videoproduction and Language Learning
Date	2010
Full reference	Armin Hottmann (Eds) (2010). *Videoproduction and Language Learning.* Berlin: Kulturring in Berlin e.V.
Summary	Accessible handguide for language teachers interested in the use of video in the classroom.
Key words	media education, digital media, creativity, video education, language learning
Other interesting information	Online link for all pdf versions: http://divisproject.eu/categoryblog/143-mini-guide-download-page
Interest for the project	5

1.7

Language/s	English (summary booklet in English, German and Spanish)
Author	Alfonso Gutierrez Martín (Eds), Armin Hottmann (Coordinator)
Title	Video Education, Media Education and Lifelong Learning
Date	2011
Full reference	Alfonso Gutierrez Martín (Eds), Armin Hottmann (Coord.) (2011). *Video Education, Media Education and Lifelong Learning.* Berlin: Kulturring in Berlin e.V.
Summary	Book with an overall insight into the use of video in the classroom - theory and case studies.
Key words	media education, digital media, creativity, video education, creativity, citizenship, intercultural communication
Other interesting information	Online link for the book: http://viducate.net/background/what-is-video-education.html Online link for the booklet: http://viducate.net/background.html
Interest for the project	4

1.8.

Language/s	English
Author	Uschi Felix (editor)
Title	Language Learning Online: Towards Best Practice
Date	2003
Full reference	Felix, U. (Ed.). (2003). *Language Learning Online: Towards Best Practice*. Swets & Zeitlinger: LisseSwets & Zeitlinger V. B., Lisse, the Netherlands.
Summary	The book identifies the key elements in the quest for best practice in online language teaching. The authors, all of them international experts who have made significant contributions to the debate about how to exploit the new technologies, consider online language teaching from three crucial perspectives: design, tools and pedagogy. The role of video in language education is also looked at.
Key words	Online language learning, best practices
Other interesting information	Sample pages: http://tinyurl.com/ohu8mu9
Interest for the project	4

1.9.

Language/s	French
Author	Carmen Compte
Title	La vidéo en classe de langue
Date	1993
Full reference	Compte, C. (1993).*La vidéo en classe de langue.* Paris:Hachette,
Summary	ENGLISH: How to choose, introduce and use a video document in language classroom? Which parts of a video are suitable for learning purposes? The book gives answers to these questions. Students are viewers before becoming language learners and they should rely on their experience to develop language competences and strategies for comprehension. The specific features of the chosen medium (its technical and visual characteristics) lies at the heart of the proposed practices and exercises for language teachers and outlines training opportunities in the field of animated images and mass communication. FRENCH: Comment introduire un document-vidéo dans un cours de langue ? Comment choisir un document-vidéo ? Quels éléments peut-on exploiter ? Quelles images animées peut-on produire dans une classe de langue ? Cet ouvrage donne au professeur les moyens de répondre lui-même à ces questions. Parce que les apprenants sont tous des téléspectateurs avant d'être des étudiants de langue, il convient de s'appuyer sur leurs expériences pour mettre en place des capacités langagières et des stratégies de compréhension. C'est en effet l'originalité du média (ses caractéristiques techniques et visuelles) qui est ici la source des pratiques proposées et des exercices suggérés à l'enseignant de langue et qui donne l'occasion de s'autoformer dans les domaines de l'image animée et des communications de masse.
Key words	Language learning/teaching, video, animated image, communication
Other interesting information	A link to an online bookstore introducing the book: http://www.decitre.fr/livres/la-video-en-classe-de-langue-9782010162671.html. ISBN : *2-01-016267-6.*
Interest for the project	5

1.10.

Language/s	French
Author	Ouvrage collectif dirigé par Jacques Crinon et Christian Gautellier.
Title	Apprendre avec le multimédia. Où en est-il ?
Date	1997
Full reference	Crinon, Jacques, Gautellier (eds) (1997). *Apprendre avec le multimédia. Où en est-il?* Paris: Retz. ISBN-10: 2725618622,ISBN-13: 978-2725618623.
Summary	ENGLISH: This book proposes an assessment and answers to the following key questions: Where does media go? What is the specificity of its products and tolls in comparison to the print version? What are its advantages and limitations from the point of view of education? FRENCH:Ce livre propose un bilan et répond aux questions essentielles suivantes : D'où vient le multimédia ? Quelle est la spécificité de ses produits et outils par rapport à l'imprimé ? Quels sont ses atouts et ses limites au sein du système éducatif ? En quoi et comment les apprentissages en sont-ils modifiés ou favorisés ?
Key words	Teaching.elearning, media
Other interesting information	Sample pages: http://tinyurl.com/lq6senm
Interest for the project	4

1.11.

Language/s	English
Author	Jamie Keddie
Title	Bringing Online Video into the Classroom
Date	2014
Full reference	Keddie, J. (2014).*Bringing Online Video into the Classroom.*Oxford University Press.
Summary	•Explores principles, techniques and practical ideas for teaching English with video. •Includes suggestions for using and creating online video in the language classroom. •Written for teachers of young learners and teenagers, teacher trainers and materials designers, with no assumptions about technical knowledge or abilities.
Key words	Films, education, innovative pedagogy
Other interesting information	Interview https://www.youtube.com/watch?v=CZwGCWmj0-w
Interest for the project	5

1.12.

Language/s	English
Author	Gary Motteram
Title	*Innovations in learning technologies for English Language Teaching*
Date	2013
Full reference	Motteram, G. (2013). *Innovations in learning technologies for English Language Teaching*. London: The British Council.
Summary	Has excellent range of studies – many of which touch on video. Has papers from well known writers including Russell Stannard and Graham Stanley. The volume provides a systematic and comprehensive overview of the current use of technologies to support English teaching and learning. Systematic in the sense that each chapter looks at a key segment of the ELT market – young learners, adults, English for specific purposes, English for academic purposes, assessment and teacher training and provides a view on the current state of technological intervention. Comprehensive because the view is a wide one, supported by numerous case studies which serve to keep the volume grounded in the realities of practising teachers using technologies in innovative and exciting ways. This volume is of practical interest to teachers and researchers in search of teaching ideas and examples of good practice, and provide food for thought for policy makers and school administrators studying the potential of learning technologies in transforming the ELT sector.
Key words	
Other interesting information	Available as a free download via British Council at http://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf
Interest for the project	4 (relevant)
Full document uploaded in *Crocodoc* (Note.3)	YES. Motteram 2013

1.13.

Language/s	English
Author	Lewis, T., Rouxeville, A
Title	Technology and the advanced language learner
Date	2000
Full reference	Lewis, T., Rouxeville, A., Association of French Language Studies., & Centre for Information on Language Teaching and Research. (2000). *Technology and the advanced language learner*. London: Association of French Language Studies in association with the Centre for Information on Language Teaching and Research.
Summary	NB: Chapter by Prof J. Coleman on video use in language teaching, produced by CILT.
Key words	video, technology, pedagogy
Other interesting information	CILT (now defunct) was the national centre for information for language teaching in the UK. The resources they created are of lasting value. http://www.amazon.co.uk/Technology-Advanced-Language-Learner Lewis/dp/1902031660
Interest for the project	5