Announcement
News on ICT in Education

Highlight
UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government
“Facilitating Effective ICT-Pedagogy Integration” is a three-year project, supported by the Korean-Funds-In-Trust (KFIT) to promote better collaboration between teacher education institutions and the network of primary and secondary schools around them.

News & Events
International forum attracts ministers from around the world to debate future of global education and skills
The world’s most prominent ministers, policymakers and influencers in the education and skills sector gathered in London for the Learning and Technology World Forum 2010, the largest international event on the use of technology in education.

Using ICTs for Education in emergencies and fragile contexts
Technology can inspire and improve children’s learning. The IIEP Experts’ Seminar on Using ICTs in Education in Emergencies and Fragile Contexts brought together professionals from various contexts.

Daily media use among children and teens up dramatically from five years ago
Most youth have no rules about how much time they can spend with TV, video games, or computers, a new report states.

Going Global 4 Conference
“Going Global 4” is an international education conference in the UK organized by the British Council. The conference will be held at Queen Elizabeth II Conference Centre from 25 - 26 March 2010 in London.

International Conference on Teaching and Learning with Technology
The theme of ICTLT 2010, held from 2-6 March 2010 in Singapore, is “Advancing learning with ICT: Innovate - Collaborate - Transform”.

Programmes & Projects
A ‘big sister’ helps students cope with bullying in Malaysia
Today, technology has created new opportunities for bullying, as more young people depend on mobile phones and the Internet for communication and entertainment. The Safe Schools Programme in Malaysia aims to prevent the occurrence of violence and abuse in the learning environment.

Resources
Free online ICT courses for teachers, ICT practitioners and anyone passionate about ICT In Education
Naace, a professional association for advancing education through ICT, offers ICT teachers free on-line continuing professional development opportunities. Learners
receive recognition with a personalised certificate for every course completed and may aggregate these awards over time to gain the “Naace Online ICT Diploma”.

**Motivating students to learn maths, science and technology using learning resources**
This report describes the final results of a research project, examining the impact of various digital learning resources on science teaching and learning.

**Visual and pedagogical design of eLearning content**
The article aims to point out some elements regarding the visual and pedagogical design of learning materials in the digital environment, focusing on content design principles such as page layout, visual arrangements, use of illustrations and colors.

**The impact of the economic crisis on ICT and ICT-related employment**
This paper provides an overview of short-term and long-term developments in ICT employment trends.

**Photo archive of Asian cultures**
A new website offers a collection of photographs extensively covering a wide-range of cultural aspects of UNESCO Member States in the Asia-Pacific region.

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**Highlight**

**UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government**

*New Project. New Journey.*

“**Facilitating Effective ICT-Pedagogy Integration**” is a three-year project, supported by the Korean-Funds-In-Trust (KFIT) to promote better collaboration between teacher education institutions and the network of primary and secondary schools around them. They can learn from each other. Pre-service teachers getting a taste of the school environment. In-service teachers able to update themselves with new teaching pedagogies using ICT.

To monitor progress of implementation, the first **Project Steering Committee Meeting** was called on 3 February 2010. The Director of UNESCO Bangkok heads this group composed of representatives from the donor, recipient institutions and experts in this area. Together, they are expected to provide overall guidance to the project and make sure original objectives are achieved by end of three years.

Immediately following the Steering Committee meeting is the **Experts’ Meeting** (3-4 February 2010) where the nitty-gritty of implementation was discussed in detail. The promotion of **project-based learning or PBL**, a new pedagogy promoting student-
centered learning mostly facilitated by the use of technologies, and the concept of tele-
collaboration between schools in the same country or between schools from different
countries were the main focus of discussion. Everyone agreed it will be exciting but
challenging too.

The first workshop under this project will take place in Penang, Malaysia on 23-25
February 2010. Around 50 participants will be coming from various universities and
schools in Penang. In this workshop, they will discuss ways to better link teacher
educators in the universities and the teachers in the schools. After the workshop,
participants are expected to take part in doing PBL and tele-collaboration with each
other. The expected result is the discovery of a new and exciting way of teaching and
learning.

Donors, teacher education institutions, schools and teachers interested to be part of
this project can contact Dr. Feng-chun Miao, f.miao@unesco.org

**Further information:**

- [ICT in Education - UNESCO Bangkok](#)

**Related links:**

- [UNESCO Bangkok: Training of Teachers](#)
- [Next Generation of Teachers Project](#)
- [Workshop builds telecollaboration capacity of Sri Lankan teacher educators](#)
- [UNESCO workshop to share lessons learned from the SchoolNet project](#)
- [UNESCO workshop to train teachers in SchoolNet telecollaboration activities](#)
- [Telecollaboration Training Fosters E-learning in Schools in the ASEAN Region](#)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](#)
What do you think about this topic?

- Visit our on-line forum and share your views

News & Events

International forum attracts ministers from around the world to debate future of global education and skills

The world's most prominent ministers, policymakers and influencers in the education and skills sector gathered in London for the official opening of the Learning and Technology World Forum 2010, the largest international event on the use of technology in education, which took place at the Queen Elizabeth II Conference Centre from 11 – 13 January.

The Prime Minister, The Rt Hon Gordon Brown MP officially opened the Forum by launching the national rollout of Home Access, a government programme managed by Becta, the UK government’s agency responsible for driving the effective use of technology in education, which provides grants for computer and internet access to low income families.

The Prime Minister said: "This Forum is an invaluable opportunity for countries to learn from one another and our collective commitment to world-wide improvement in education will drive up standards and increase opportunities for learners across the world. Education is vital for building our skill base and raising our aspirations and prospects at any age. I am proud that the UK nurtures and attracts so many learners who benefit from the expertise of our teachers and lecturers."

The gathering took place because today’s world is one where the use of whiteboards is becoming the norm, where websites provide extra routes to access lessons, study plans and the curriculum and where teachers and students alike both rely on laptops, word processing, spreadsheets and graphics packages.

Stephen Crowne, Chief Executive, Becta, added: "Equipping our current and future generations with the necessary skills to compete in a digital world is crucial to our future. Through innovative programmes such as Home Access, Becta is driving this development. We can see in schools and colleges across Britain how the use of technology breeds greater success for students and teachers alike. The Learning and Technology World Forum allows us to build on our achievements by learning from experiences across the world to improve education and technology for us all globally."

Now in its second year, The Forum brought together some of the most powerful people in the world to discuss fundamental educational issues. By working with both ministerial and non-ministerial participants, the Forum builds links between policy and leading practice.
As part of the official opening, The Rt Hon Lord Mandelson, Secretary of State for Business, Innovation and Skills launched the government’s Online Basics initiative, providing IT courses to thousands of adults to give them the skills and confidence they need to go online.

This year, the Forum’s overarching theme was re-imagining education which explores three major international concerns: Enabling regeneration and economic recovery; striving for excellence; and preparing for the future. In addition to keynote speeches and open panel sessions, attendees had the chance to participate in detailed, small-group sessions which focus on specific topics within the education sector including eradicating social exclusion; using education to stimulate economic growth; the future of children’s online safety; and transforming lives in disadvantaged communities.

The Forum was organised by Becta in partnership with the British Educational Suppliers Association (BESA). It is hosted by the Department of Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) and it is fully supported by the British Council and a range of other partner organisations. Participants have come from across the globe. Specific international ministerial keynote speakers and panelists included:

- Lisa Paul, Secretary, Department of Education, Employment and Workplace Relations, Australia
- Heljä Misukka, State Secretary of Education, Finland
- Dr Horn Mun Cheah, Director of Educational Technology, Ministry of Education, Singapore.

Keynote speakers included:

- Dr Elizabeth King, Director of Education, World Bank
- Carol Bellamy, Chair of the Education for All/Fast Track Initiative
- Dr Tarek Shawki, Director of the Regional Bureau for Science in the Arab States, UNESCO
- Dr Laurence Johnson, Chief Executive Officer of the New Media Consortium
- Charles Leadbeater, leading authority on innovation and creativity

In addition, industry leaders speaking included:

- Andreas Schleicher, Head, Education Statistics and Indicators Division, Directorate for Education, OECD
- Dr Seamus Hegarty, Chair, International Association for the Evaluation of Educational Achievement.

The event had drawn increasing support from major industry partners, including Cisco, Intel and Microsoft, who are working collaboratively with the Forum stakeholders to drive development in education and skills in the UK and across the world.

**Further information:**
International forum attracts ministers from around the world to debate future of global education and skills

Related links:

- Learning and Technology World Forum

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Using ICTs for Education in emergencies and fragile contexts
Technology can inspire and improve children’s learning. The International Institute for Educational Planning (IIEP) Experts’ Seminar on Using ICTs in Education in Emergencies and Fragile Contexts (24-25 November 2009) brought together professionals from various contexts.

They emphasized that learning must break old moulds and be more open and interactive. Technology can help children and educators to form new ‘information societies’ with competencies that will drive learning for the next generation.

Technological innovation is accelerating, and the digital divide is widening. Education practitioners need strong vision and leadership to provide technology spaces where youth can become critical thinkers, providing input to the global information society.

This requires rethinking the normative, one-size-fits-all models of education which often produce disenfranchised populations lacking critical thinking skills (Stephen Heppell). The need for such innovation is particularly pronounced in fragile situations.
where communities and governments are faced with the challenges of limited resources and capacities but still have aspirations of a better future for their children (Kurt Moses). In providing internet access to children throughout the world, Sugata Mitra has shown how technology can inspire and improve children’s learning. New media and technological innovations can be used to provide essential ingredients in child development education even in the most fragile countries with limited access to schools and teachers.

The Seminar promised a way forward: new technologies applications in fragile contexts must be documented, and best practices shared with practitioners. Pilot programmes demonstrating the effective use of technology such as mobile phones in education (SoukTel) will be assessed, and ways to scale up will be examined. The impact and extent of technology is expanding. It is now imperative to look at new technologies to facilitate learning.

Join [http://groups.google.com/group/tech4agility](http://groups.google.com/group/tech4agility) to learn more.

**Further information:**

- [Using ICTs for Education in emergencies and fragile contexts](http://groups.google.com/group/tech4agility)

**Related links:**

- [Building Bridges: UNESCO project advances community development in Nepal](http://www.unesco.org)
- [Community radio connects, educates and entertains in rural India](http://www.unesco.org)
- [White Paper Information and Communication Technologies (ICT) in Education for Development](http://www.unesco.org)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](http://www.unesco.org)

**What do you think about this topic?**
Daily media use among children and teens up dramatically from five years ago
With technology allowing nearly 24-hour media access as children and teens go about their daily lives, the amount of time young people spend with entertainment media has risen dramatically, especially among minority youth, according to a study released today by the Kaiser Family Foundation. Today, 8-18 year-olds devote an average of 7 hours and 38 minutes (7:38) to using entertainment media across a typical day (more than 53 hours a week). And because they spend so much of that time ‘media multitasking’ (using more than one medium at a time), they actually manage to pack a total of 10 hours and 45 minutes (10:45) worth of media content into those 7½ hours.

The amount of time spent with media increased by an hour and seventeen minutes a day over the past five years, from 6:21 in 2004 to 7:38 today. And because of media multitasking, the total amount of media content consumed during that period has increased from 8:33 in 2004 to 10:45 today.

Generation M2: Media in the Lives of 8- to 18-Year-Olds is the third in a series of large-scale, nationally representative surveys by the Foundation about young people’s media use. It includes data from all three waves of the study (1999, 2004, and 2009), and is among the largest and most comprehensive publicly available sources of information about media use among American youth.

Mobile media driving increased consumption. The increase in media use is driven in large part by ready access to mobile devices like cell phones and iPods. Over the past five years, there has been a huge increase in ownership among 8- to 18-year-olds: from 39% to 66% for cell phones, and from 18% to 76% for iPods and other MP3 players. During this period, cell phones and iPods have become true multi-media devices: in fact, young people now spend more time listening to music, playing games, and watching TV on their cell phones (a total of :49 daily) than they spend talking on them (:33).

Parents and media rules. Only about three in ten young people say they have rules about how much time they can spend watching TV (28%) or playing video games (30%), and 36% say the same about using the computer. But when parents do set limits, children spend less time with media: those with any media rules consume nearly 3 hours less media per day (2:52) than those with no rules.

Media in the home. About two-thirds (64%) of young people say the TV is usually on during meals, and just under half (45%) say the TV is left on “most of the time” in their home, even if no one is watching. Seven in ten (71%) have a TV in their bedroom, and half (50%) have a console video game player in their room. Again, children in these TV-centric homes spend far more time watching: 1:30 more a day in homes where the TV is left on most of the time, and an hour more among those with a TV in their room.

“The amount of time young people spend with media has grown to where it’s even more than a full-time work week,” said Drew Altman, Ph.D., President and CEO of the
Kaiser Family Foundation. “When children are spending this much time doing anything, we need to understand how it’s affecting them – for good and bad.”

**Heavy media users report getting lower grades.** While the study cannot establish a cause and effect relationship between media use and grades, there are differences between heavy and light media users in this regard. About half (47%) of heavy media users say they usually get fair or poor grades (mostly Cs or lower), compared to about a quarter (23%) of light users. These differences may or may not be influenced by their media use patterns. (Heavy users are the 21% of young people who consume more than 16 hours of media a day, and light users are the 17% of young people who consume less than 3 hours of media a day.)

**Big changes in TV.** For the first time over the course of the study, the amount of time spent watching regularly-scheduled TV declined, by 25 minutes a day (from 2004 to 2009). But the many new ways to watch TV–on the Internet, cell phones, and iPods–actually led to an increase in total TV consumption from 3:51 to 4:29 per day, including :24 of online viewing, :16 on iPods and other MP3 players, and :15 on cell phones. All told, 59% (2:39) of young people’s TV-viewing consists of live TV on a TV set, and 41% (1:50) is time-shifted, DVDs, online, or mobile.

“The bottom line is that all these advances in media technologies are making it even easier for young people to spend more and more time with media,” said Victoria Rideout, Foundation Vice President and director of the study. “It’s more important than ever that researchers, policymakers and parents stay on top of the impact it’s having on their lives.”

**Popular new activities like social networking also contribute to increased media use.** Top online activities include social networking (:22 a day), playing games (:17), and visiting video sites such as YouTube (:15). Three-quarters (74%) of all 7th-12th graders say they have a profile on a social networking site.

**Types of media kids consume.** Time spent with every medium other than movies and print increased over the past five years: :47 a day increase for music/audio, :38 for TV content, :27 for computers, and :24 for video games. TV remains the dominant type of media content consumed, at 4:29 a day, followed by music/audio at 2:31, computers at 1:29, video games at 1:13, print at :38, and movies at :25 a day.

**High levels of media multitasking.** High levels of media multitasking also contribute to the large amount of media young people consume each day. About 4 in 10 7th-12th graders say they use another medium “most” of the time they’re listening to music (43%), using a computer (40%), or watching TV (39%).

**Additional findings:**

**Reading.** Over the past 5 years, time spent reading books remained steady at about :25 a day, but time with magazines and newspapers dropped (from :14 to :09 for magazines, and from :06 to :03 for newspapers). The proportion of young people who read a newspaper in a typical day dropped from 42% in 1999 to 23% in 2009. On the other hand, young people now spend an average of :02 a day reading magazines or newspapers online.
**Media and homework.** About half of young people say they use media either “most” (31%) or “some” (25%) of the time they’re doing their homework.

**Rules about media content.** Fewer than half of all 8- to 18-year-olds say they have rules about what TV shows they can watch (46%), video games they can play (30%), or music they’re allowed to listen to (26%). Half (52%) say they have rules about what they can do on the computer.

**Gender gap.** Girls spend more time than boys using social networking sites (:25 vs. :19), listening to music (2:33 vs. 2:06), and reading (:43 vs. :33). Boys spend more time than girls playing console video games (:56 vs.: 14), computer games (:25 vs. :08), and going to video websites like YouTube (:17 vs. :12).

**Tweens and media.** Media use increases substantially when children hit the 11-14 year-old age group, an increase of 1:22 with TV content, 1:14 with music, 1:00 using the computer, and :24 playing video games, for total media exposure of 11:53 per day (vs. 7:51 for 8-10 year-olds).

**Texting.** 7th–12th graders report spending an average of 1:35 a day sending or receiving texts. (Time spent texting is not counted as media use in this study.)

The report, *Generation M²: Media in the Lives of 8- to 18-Year-Olds*, was released at a forum in Washington, D.C. that featured the chairman of the Federal Communications Commission, media executives and child development experts. The report, related materials, and a live webcast are available [online](#).

**Further information:**

- [Daily media use among children and teens up dramatically from five years ago](#)

**Related links:**

- [Living and learning with new media: Summary of findings from the Digital Youth Project](#)
- [How useful is online social networking in Education?](#)
- [2010 Horizon Report - trends and challenges that will affect teaching and learning](#)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](#)
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**Going Global 4 Conference**

“Going Global 4” is an international education conference in the UK organized by the British Council. Attendance is recommended from across all education sectors, government, corporations, representative bodies, NGOs, development assistance organizations and media.

Indeed, “**World Potential: Making Education Meet the Challenge**” is this year’s conference theme. As for the subthemes, they include “**Staff and Student Mobility**”, “**Global Partnerships**”, “**Global Citizens**” and “**Policy and Leadership**”.

Going Global conferences attracted around 1000 delegates from many countries (around 70). These conferences provide “the opportunity for delegates to debate the drivers and motivations for international education, at both national and institutional level. They consider how strategic approaches at both levels might integrate, and how they might support elements such as research, curriculum development, teaching, the student experience and staff development. The conference also provides great networking opportunities”.

Going Global 4’s opening reception will take place at the Victoria and Albert Museum in London Wednesday 24 March 2010. The conference itself will be held at Queen Elizabeth II Conference Centre from 25 - 26 March 2010.

For more information on the conference’s programme, registration and fees, please refer to the following link: [http://www.britishcouncil.org/goingglobal.htm](http://www.britishcouncil.org/goingglobal.htm)

**International Conference on Teaching and Learning with Technology**

The theme of ICTLT 2010, held from 2-6 March 2010 in Singapore, is “**Advancing learning with ICT: Innovate - Collaborate - Transform**”. This global conference is jointly organized by the Ministry of Education Singapore and the International Society for Technology in Education (ISTE) with the support of the Singapore National Commission for UNESCO.

The conference features policy-makers, academics, innovative practitioners and school leaders from across the Asia-Pacific region and from around the world, as well as a 3-day exhibition showcasing ICT and non-ICT based educational resources, lesson ideas and projects.

Delegates can also visit “FutureSchools@Singapore” to see how technologies have pushed frontiers of learning or go on wireless learning trails.

Programmes & Projects

A ‘big sister’ helps students cope with bullying in Malaysia

As Head Prefect, Dashenee Huthamaputhiran, 17, is a friendly face around Convent Sentul High School, offering advice to students who break school rules or lending a helping hand to those in trouble.

If she spots any students teasing, harassing or bullying each other, she steps in to help resolve the situation or bring the problem to the attention of her teachers.

These are among the skills that Dashenee learned through the Safe Schools Programme, which is supported by UNICEF in partnership with Malaysia’s Ministry of Education and HELP University College.

“The most important thing that I learned from the bullying programme is the different ways some students used to bully other students. For example, I never knew that calling people names is a form of bullying,” Dashenee admitted.

As a prefect, Dashenee applied what she learned from the programme and used it to help her friends.

Bullying goes beyond physical abuse; it can also take the form of psychological abuse, including teasing, intimidation and exclusion.

Today, technology has created new opportunities for bullying, as more young people depend on mobile phones and the Internet for communication and entertainment.

Through commonly used channels such as blogs, chat rooms, file-sharing applications, social networking sites and mobile phone messages, children and young people can be threatened, excluded from activities or humiliated by having misleading messages or photos about them posted online.

Media reports in Malaysia suggest that such ‘cyber-bullying’ is prevalent among children and young people here. Still, much of it could be under-reported, as few people are aware that it is a serious problem.

The Safe Schools Programme aims to prevent the occurrence of violence and abuse – especially bullying among students – in the learning environment. Through seminars and workshops organized at their school, Dashenee and her schoolmates have been empowered to cope with bullying, and to prevent it from going too far.

“A safe learning place is every child’s right,” said UNICEF Representative in Malaysia and Special Representative to Brunei Youssouf Oomar.

“One of the ways to make the learning place safe is by addressing the issue of bullying,” he added. “UNICEF is committed to addressing this, working in close collaboration with the Ministry of Education and HELP University College, because we
want to make sure that children and teachers are properly equipped to address and prevent bullying.”

The Safe Schools initiative also includes a teachers’ manual and training activities to equip teachers with intervention skills to manage bullying among students.

With more knowledge about bullying, Dashenee has been able to help a 14-year-old girl at school who is a victim of cyber-bullying through a popular social networking site. Using her peer-to-peer coaching skills, she intervened and encouraged the girl to seek help from the school counsellor.

“I treat every student in this school as my sister, and I try to help them in any way I can,” said Dashenee.

Guided by the Convention on the Rights of the Child, UNICEF works with its partners in Malaysia and around the world to ensure that every child – and every student – can live free of fear and violence.

Author: Tee Shiao Eek, UNICEF

Further information:

- A 'big sister' helps students cope with bullying in Malaysia

Related links:

- Cyberbullying and responsible digital citizens
- Keeping children safe from bullies in Malaysia
- Peer-counselling programme in Malaysia mentors at-risk children
- Football provides alternative to gangs and bullying
- MTV Latin America and UNICEF unite efforts present forum: "Bullying, the terror in school"
- UNICEF supports psychosocial relief in child-friendly safe spaces

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Resources

Free online ICT courses for teachers, ICT practitioners and anyone passionate about ICT In Education

Naace, a professional association for those interested in advancing education through ICT, provides free on-line continuing professional development opportunities on this site.

The training modules, written by experts in their field, cover topics that have been identified by teachers as areas where additional training opportunities would be beneficial, including the following:

Assessment of ICT in the Primary Phase
In this course you will learn about assessment and the application of these principles to support learners make progress in the development of their ICT capability.
Online hours: 1.5 Credit hours: 6

Assessment of ICT in the Secondary Phase
This course will take you through some of the issues surrounding assessment of ICT at both Key Stage 3 and 4. Students can look at assessment for learning and then focus on Assessing Pupils Progress and the use of on-screen assessment.
Online hours: 1.5 Credit hours: 6

Developing Higher Order Thinking Skills Utilising ICT
This course looks at what is covered under the collective tag of higher order thinking skills, how ICT can help develop those skills, and some of the ICT tools available to support this development.
Online hours: 1.5 Credit hours: 6

Embedding e-safety in the Curriculum (short course)
This course provides an overview of issues surrounding e-safety and enables teachers to identify opportunities for embedding this in the curriculum.
Online hours: 0.5 Credit hours: 4

Embedding e-safety in the Curriculum (long course)
This longer version of the course above provides an overview of issues surrounding e-safety and enables teachers to identify opportunities for embedding this in the curriculum.
Online hours: 1 Credit hours: 8

**Exploring Digital Media**
Digital media is becoming increasingly important in the 21st century, for example online video use is predicted to treble by 2013. The ability to create, manage, edit and interpret digital media will become an increasingly important skill. This extensive course takes you from being familiar with the basic categories and types of digital media to investigating the opportunities for young people to access, create and share digital media.
Online hours: 2.5 Credit hours: 12

**Finding Digital Resources**
One of the most common questions teachers ask is where they can find good quality and pedagogically sound digital resources to use in teaching and learning. This course is designed to help ICT teachers and their colleagues develop strategies to find and access high quality, stimulating and pedagogically sound digital resources to use in teaching and learning and offers pointers on how they can be used. The course also addresses Copyright, Licensing and IPR (Intellectual Property Rights) throughout enabling teachers to work with confidence and pass on these important digital literacy skills and relevant knowledge to their students.
Online hours: 2.5 Credit hours: 12

**High Interaction, Reflection and Peer Assessment Through Online Forums**
This course introduces online discussion groups as a method for interactive teaching and learning. It is based on a case study which can be used as a practical example for developing online learning environments. The course leads through the steps for developing online educational forums and offers supportive guides and models.
Online hours: 1.5 Credit hours: 6

**ICT Subject Knowledge in QCA Primary Framework**
This course is designed to help teachers to become aware of the ICT subject knowledge within the Primary Framework and to understand the techniques and skills required of teachers in order to embed ICT in the individual subject areas. Consideration also needs to be given to the areas of ICT not included in the framework. Participants will be invited to consider the nature of learning (Behaviourist, Constructivist or Situated) and the implications for curriculum design and assessment.
Online hours: 1.5 Credit hours: 8

A number of courses allow guest access, but to fully participate in the interactive elements or access the other courses, you must register on the site.

Undertaking a course allows registered users to gain certificates of completion provided they undertake the number of online hours allocated to each course. Each course also gives participants a number of credit hours towards the Naace Online ICT Diploma. To apply for the Diploma, you must accumulate 30 hours of credits. Online application will be available shortly.
Further information:

• Free ICT CPD for Teachers, ICT Practitioners and anyone passionate about ICT In Education

Related links:

• NAACE
• Popular e-learning CD on ICT in Education NOW AVAILABLE ONLINE!
• UNESCO Bangkok ICT in Education Portal for Teachers
• Virtual Training Suite
• Revise your knowledge on ICT

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What do you think about this topic?

• Visit our on-line forum and discuss this topic

Motivating students to learn maths, science and technology using learning resources
Inspire (Innovative Science Pedagogy in Research and Education) aimed to develop and experiment new teaching methods in the field of maths, science and technology (MST).

The purpose was to challenge the lack of interest among students to start scientific studies and to extend the supply of scientific specialists and to develop a scientific culture in European countries.

During a period of ten months Inspire:

• Observed the impact of new teaching methods on pupils and on their motivation.
• Analysed the pre-requisites to be defined for enabling teachers to integrate these new techniques in their pedagogy.
• Identified the critical success factors to be mastered at the level of the teacher and the school for the generalization of such practices.

This report describes the final results of the research project, examining the impact of various digital learning resources on science teaching and learning.

Read the full report:

• Motivating students to learn maths, science and technology using learning resources

Related links:

• Inspire (Innovative Science Pedagogy in Research and Education)
• How will ICT change the future of education?
• Research project to focus on the role of technology in innovative teaching and learning
• 2010 Horizon Report - trends and challenges that will affect teaching and learning
• Observatory on ICTs in Education
• Engaging students with engaging tools

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**Visual and pedagogical design of eLearning content**

Context and resources are important dimensions for eLearning programmes. The entire educational endeavour greatly depends on the way in which content is presented, a condition for efficient perceptive-visual learning. Therefore the design of support materials for eLearning is an important element when calibrating the formative value of the educational message.

The present article tries to point out some elements regarding the visual and pedagogical design of learning materials in the digital environment, focusing on content design principles such as page layout, visual arrangements, use of illustrations and colours. In order to develop effective eLearning, the conversion of educational resources into e-content should be carried out following generally agreed rules.

To assimilate and interpret the (mainly) visual content, learners in technology-based environments develop a series of psychological processes such as visual perception, attention, understanding, motivation, memory, thinking and conscience. In order to provide a significant learning situation, effective design must rely on several basic principles aiming to support the participants' confidence and comfort, but mostly their learning performance.

Pedagogical design requires decisions on specific procedures and rules in every step of the process, from the choice of the learning objectives to the choice of the assessment strategies.

The basic visual and pedagogical design ideas presented in this article are meant to constitute a support for further reflection and an invitation to reconsider, expand and empirically validate the theoretical foundation of eLearning, especially concerning a very much evoked and a less clarified issue: how digital resources and new web tools improve the quality of learning.

*Author: Olimpius Istrate, Associate Researcher, Institute for Education Sciences*

**Read the paper:**

- [Visual and pedagogical design of eLearning content](#)

**Related links:**

- [Popular e-learning CD on ICT in Education NOW AVAILABLE ONLINE!](#)
- [Sprout - learn to create lasting change](#)
- [E-learning for kids](#)
UN launches e-Learning initiative in over 160 developing countries

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and discuss this topic

The impact of the economic crisis on ICT and ICT-related employment
This paper provides an overview of short-term and long-term developments in ICT employment trends. Preliminary analysis of available indicators shows that employment is dropping in the ICT sector - notably in ICT goods sectors and mostly remaining flat in ICT services. The paper also highlights some niche ICT activities where ICT employment is increasing despite the crisis.

Read the report:

- The impact of the economic crisis on ICT and ICT-related employment

Related links:

- ILO launches community portal to collaboratively address the challenges of skills development and employability
- Using technology to improve the graduation rate
- Twenty eight European companies make a commitment to bring more women into technology industries

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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**Photo archive of Asian cultures**
The “Photo Archive of Asian Cultures” is a project of the program entitled, “Development of Materials for Understanding Asian Cultures” organized by UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) with the support of Korean Ministry of Culture, Sports and Tourism. This Web Site offers you the collection of photographs extensively covering a wide-range of cultural aspects of UNESCO Member States in the Asia-Pacific region.

All materials and contents are operated by APCEIU.

**Further information:**

• Photo Archive of Asian Cultures

**Related links:**

• Pictures tell a thousand words - Photography project highlights hardships of neglected community

• UNESCO, U.S. Library of Congress and partners launch World Digital Library

• Google and UNESCO announce alliance to provide virtual reality simulations of World Heritage sites

• Photo contest on promoting gender equality in education

• From veil to camera: Empowering women through skills training

• How to use picture management software in teaching and learning

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