**Highlight**

**Creating the next generation of educators**
Deans and representatives from Thai Rajabhat Universities came together to plan ICT capacity development for their institutions’ pre-service teachers at Rajabhat Deans’ Forum on April 28 – 30, 2010 as part of UNESCO Bangkok’s Scaling Up the Next Generation of Teachers project.

**News & Events**

**UNESCO held session on gender and ICT at WSIS Forum 2010**
The UNESCO interactive session on Gender and ICT took place on 5 May 2010 at the World Summit on the Information Society (WSIS) Forum 2010 in Geneva. Organized in the framework of UNESCO’s commitment to promote women’s empowerment, the session measured the progress made in gender equality since 2005.

**Interactive session on ICT and persons with disabilities**
UNESCO, in partnership with the Sindbad Mediterranean without Disabilities, organized an interactive session on ICT and persons with disabilities on 11 May 2010 at WSIS Forum 2010 in Geneva. The session presented a number of good practices in the use of ICT to facilitate social inclusion of persons with disabilities.

**Africa: Mobile phones revolutionizing education**
In parts of Africa where traditional classroom education is inaccessible, people have taken education into their own hands by utilizing mobile phones and laptops. This innovative way of acquiring information, known as eLearning, provides great potential to expand education.

**2nd International Conference on Education Technology and Computer (ICETC)**
Based on the success of ICETC 2009, the 2nd International Conference on Education Technology and Computer (ICETC) will be held in Shanghai, China during Jun 22-24, 2010.

**LearnX Asia Pacific 2010**
The LearnX Asia Pacific experience is an international conference on innovative ideas and solutions to effectively lead and deliver learning to organizations. It will be held from the 9th to 10th June 2010 in Sydney Convention & Exhibition Centre, Australia.

**Programmes & Projects**

**Rescuing stories of indigenous peoples through audiovisual media**
UNESCO’s Office in Quito has finished the implementation of its project “Rescuing the Stories of Indigenous Peoples through Audiovisual Media”. This project allowed the Association of Kichwa Audiovisual Producers (APAK) from Ecuador to enhance its capacities and to make a documentary on indigenous cultural identity.

**Resources**

**A new ICT maturity model for education institutions in developing countries**
This paper presents an ICT maturity model that provides a developmental framework for education institutions in low-income countries. The model is unique in defining the ICT infrastructure resource levels required to achieve primary organisational objectives expressed in the form of student learning outcomes.
I'm stuck - can you help me?
Using technology effectively to help parents support children’s education at home brings rewards as children’s performance improves at school.

ICT in the early years
This website gives educators some information on how to develop uses of ICT in the early years of childhood.

Wolfram|Alpha for educators
This free online computational knowledge engine generates answers to questions in real time by doing computations on its own vast internal knowledge base. Its goal is to make all systematic knowledge immediately computable and accessible to everyone. This can be valuable to educators in many ways.

Multimedia training videos
Multimedia training videos is a series of tutorials for learning a variety of multimedia and ICT tools.

Highlight
Creating the next generation of educators
Deans and representatives from Thai Rajabhat Universities came together to plan ICT capacity development for their institutions' pre-service teachers at Rajabhat Deans’ Forum on April 28 – 30, 2010 as part of UNESCO Bangkok’s Scaling Up the Next Generation of Teachers project.

Participants included deans, duty deans and ICT training personnel from 40 Rajabhat Universities across Thailand. The event was held at National Institute for the Development of Teacher, Faculty Staff and Educational Personnel in Nakhon Pathom province in collaboration with Thai National Commission for UNESCO. Leadership from Education Faculties were given the opportunity to assess their current ICT training practices and plan for future goals, identifying support they require under UNESCO Bangkok’s Scaling Up the Next Generation of Teachers project to instill their pre-service teachers with the knowledge and skills to integrate ICT into pedagogy effectively.

The project, which is funded by Japanese-Funds-in-Trust (JFIT), is a continuation of the Next Generation of Teachers project aimed at building the institutional capacity of teacher education institutions (TEIs) in designing and providing the training on ICT-integration for the next generation of teachers in Asia and the Pacific region to enhance teaching and learning by utilizing ICT judiciously in the classrooms serving more countries and TEIs capitalizing knowledge and expertise acquired during the first phase.

Speakers from Thai Ministry of Education and SEAMEO talked about their initiatives and present activities in ICT teacher training in Thailand. The UNESCO Bangkok ICT in Education team then introduced the four stages of development on ICT-pedagogy
integration and discussed capacity building of teacher education institutions. Chiang Mai University, as one of the first TEIs to take part in the Next Generation of Teachers project, shared its successes and challenges of implementing the three-pronged approach of the project, i.e. (i) leadership and management capacity, (ii) ICT-ready curriculum (iii) capacity of instructors. In addition, representatives from Intel Teach gave an overview of available teacher training courses and presented case studies to the participants.

These sessions provided contextual information and essential points for group discussions among the Rajabhat Universities which culminated in a planning session to select options for enhancing the institutions’ capacity in ICT-pedagogy integration on the final day.

The forum proved fruitful as the participating deans were able to identify current challenges and the necessary long-term actions including support needed from external organizations. UNESCO Bangkok and Thai National Commission for UNESCO are already preparing to co-organize Intel Teach Essentials course workshops for all Rajabhat Universities from June 2010 onwards.

For more information on the Scaling Up the Next Generation of Teachers project please contact f.miao@unesco.org

Further information:

- Next Generation of Teachers Project

Related links:

- UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government
- ICT in Education Teacher Training Modules for Developing Countries
- UNESCO Bangkok and Intel sign agreement to deliver Next Generation of Teachers Project in Asia-Pacific
- Next Gen empowers teacher education institutions
- Fourth Deans Forum – The Next Generation of Teachers Project
- Developing ICT curriculum for the next generation of teachers
- Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter
UNESCO held session on gender and ICT at WSIS Forum 2010

The UNESCO interactive session on Gender and ICT took place on 5 May 2010 at the World Summit on the Information Society (WSIS) Forum 2010 in Geneva, Switzerland. Organized in the framework of UNESCO’s commitment to promote women’s empowerment, the session measured the progress made in gender equality since 2005.

UNESCO Director-General, Irina Bokova, made gender equality one of the principal priorities of her mandate, which also reflects the Organization’s commitment to gender issues outlined in its Medium-Term Strategy for 2008-2013. UNESCO is strongly engaged in pursuing this commitment through substantive programmes and concrete actions in all its fields of competence.

2010 marks the 15th anniversary of the Fourth World Conference on Women held in Beijing, which adopted a landmark Platform for Action for the attainment of gender equality. The Strategic objective J.1 of the Platform calls upon all relevant stakeholders to “increase the participation and access of women to expression and decision-making in and through the media and new technologies of communication”. It also says that “women should be empowered by enhancing their skills, knowledge and access to information technology” and that “inequality in women’s access to and participation in all communication systems” should be combated.

The UNESCO session at WSIS Forum further highlighted the key role of ICT and media in the promotion of gender equality. It was dedicated to measure the progress made in the WSIS implementation on gender equality issues since 2005. More particularly the session focussed on the following topics:

- ensuring inclusiveness and respect for human rights through increased participation of women in the knowledge societies;
- involving women in decision-making processes and in shaping all spheres of the knowledge societies at international, regional and national levels;
- overcoming the gender divide;
- creating opportunities for women in the knowledge societies through the development of ICT;
- ensuring access of women from developing countries to ICT.

The discussions also considered strategies for the upcoming five years in order to reach the WSIS goals by 2015.

Further information:
UNESCO held session on gender and ICT at WSIS Forum 2010

Related links:

- WSIS Forum 2010
- UNESCO Programme on Gender Equality
- Fourth World Conference on Women
- Interactive session on ICT and Persons with Disabilities at WSIS Forum 2010
- WSIS Forum 2010: Turning Targets into Action - towards 2015
- WSIS Forum 2010: Turning targets into action
- WSIS Forum 2010 open consultation: Call for participation

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

Interactive session on ICT and persons with disabilities
UNESCO, in partnership with the Sindbad Mediterranean without Disabilities, organized an interactive session on Information and Communication Technologies and Persons with Disabilities on 11 May 2010 at WSIS Forum 2010 in Geneva (Switzerland). The session presented a number of good practices in the use of ICT to facilitate social inclusion of persons with disabilities.

UNESCO has recently published the Education for All Global Monitoring Report 2010, which focuses on marginalized groups. The Report states that mainly social, institutional and behavioural barriers limit the full inclusion of persons with disabilities. The participants of the interactive session draw the attention of the international community to the available ICT solutions that can compensate for physical and functional limitations by providing new opportunities to access information and knowledge. They stressed that such technical solutions could lead to a greater empowerment of persons with disabilities and to offer them new employment opportunities.

One of the session’s sub-themes was teleworking, which is a flexible work practice that takes place at distance, either at the employee’s home or at a local telecentre. During
the last decade, teleworking has proved to be a good practice in developed countries. Now it is becoming a way to get a job for persons with disabilities in developing countries as well. Special telecentres have already been established for this purpose in several countries. They provide training opportunities to persons with disabilities in order for them to gain necessarily skills and competences to accomplish working assignments. This allows newly trained persons with disabilities to become a part of national human resources, able to contribute to the social, economic and political development of a country.

According to Faouzi Kardous, Director of Sindbad Mediterranean without Disabilities and speaker at the session, a network of telecentres established in the Mediterranean region has already shown good results of inclusion of persons with disabilities. For example, the International Telework Centre, set up in Morocco in 2006, now reaches approximately 80 per cent of integration into a work market.

Participants of the session also addressed issues like the development of accessible content on the Internet, the design of web pages accommodating the needs of those with disabilities and international accessibility standards.

At the WSIS Forum 2010 UNESCO, together with its partners, advocated the right of persons with disabilities and promoted good practices of international, national and non-governmental organizations working in this field.

**Further information:**

- [Interactive session on ICT and persons with disabilities](#)

**Related links:**

- [WSIS Forum 2010](#)
- [Sindbad Mediterranean without Disabilities (in French)](#)
- [UNESCO and G3ict sign a partnership on ICT for persons with disabilities](#)
- [e-Accessibility Policy Toolkit for persons with disabilities](#)
- [Access to technology for people with disabilities focus of UN Asia-Pacific 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](#)
Africa: Mobile phones revolutionizing education
In parts of Africa where traditional classroom education is inaccessible, people have taken education into their own hands by utilizing mobile phones and laptops. This innovative way of acquiring information, known as eLearning, provides great potential to expand education.

"Interest in technology-supported learning is constantly increasing in Africa," Rebecca Stromeyer, managing director of International Conferences, Workshops and Exhibitions (ICWE), told MediaGlobal, an independent media organization. "eLearning supports lifelong learning, providing access to a global knowledge base and facilitating cooperation and information-sharing."

ICWE is involved with eLearning Africa (ELA), which will hold its fifth annual conference in the Zambian city of Lusaka. The conference discusses technology-enhanced learning across the continent with a range of informative and innovative sessions held between 26 to 28 May.

Utilizing mobile phones for informal learning will be the focus of a seminar at ELA titled African Digital Diaries lead by Adam Salkeld and Stephen Haggard. Salkeld and Haggard's session spotlights success stories through informal and incidental eLearning.

"Mobile phones offer great potential for learning," Salkeld, a documentary filmmaker, told MediaGlobal. "The main reasons for this are [mobile phones] ubiquity and the acceptability and accessibility of them as technology platforms for the widest range of Africans."

"Laptops are, sadly, still way out of the reach of most Africans," explained Salkeld. He expressed that mobile phones offer the optimum way to disseminate information of any kind over distances great and small in Africa. "The extraordinary explosion in mobile use has had the most impact on ordinary African people and the potential they have to learn."

Salkeld described two examples of people using phone technology for learning. The first story he tells involves a former colleague in Zimbabwe who uses SMS/text messaging to pass on vital information to rural farmers to improve their agriculture. The second story is about a young man from Zanzibar whose passion for Liverpool Football Club motivated him to learn computer skills.

The young Zanzibari "will beg or borrow computer time and online access to find about his club and connect with other fans worldwide," said Salkeld. "His bank of knowledge, his ICT (information and communication technologies) skills, his mastery of English and his ability to interact globally have all been developed using this informal mode of eLearning."

People such as the young man from Zanzibar are what Salkeld deems Africa's online heroes. Salkeld’s ELA session follows many more of Africa's digital citizens. "I am inspired by the ingenuity with which Africans access technology, the way they adapt to
less-than-perfect circumstances, the passion for learning and the hope for improvement." Salkeld added, "I hope that focusing on a few of Africa’s online heroes will encourage the many more I know are out there, quietly working away, overcoming barriers and building a better future."

Nations across Africa are trying to make it possible for everyone to be an online hero. "Many countries in Africa are expanding national and regional ICT infrastructure, in order to improve access to education and training for large sections of the population," said Stromeyer. "Most governments have concentrated on expanding access to ICT, strengthening the capacity of the population to use new media and harnessing the potential for modern technology for teacher training."

Stromeyer is a strong believer in the lifelong-learning process and the valuable role ICTs can play in education. However, she is "deeply convinced that nothing can replace a fantastic teacher in a face-to-face learning environment."

Training more teachers can be done through eLearning. "In Africa, capacities for higher qualification are very limited; eLearning, which includes online and blended learning possibilities, is thus an indispensable measure to widen the scope of training possibilities," said Stromeyer. "Professional education is a crucial development issue too."

As eLearning continues to spread education through mobile phones, and online communities provide valuable sources for learning, it is crucial to get eLearners more information. Salkeld has some advice, "Now the learning content providers need to catch up and produce suitable materials to use on mobile phones. It is happening, but not fast enough."

Author: Kevin James Moore, MediaGlobal

Further information:

- Africa: Mobile phones revolutionizing education

Related links:

- MediaGlobal
- 10 Global Trends in ICT and Education
- How will ICT change the future of education?
- Mobile learning: Transforming the delivery of education and training
- UN helps Asia-Pacific countries expand access to communications technology for development

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

2nd International Conference on Education Technology and Computer (ICETC)

Based on the success of ICETC 2009, which was held in Singapore in April 2009, the 2nd International Conference on Education Technology and Computer (ICETC) will be held in Shanghai, China during Jun 22-24, 2010.

The aim of ICETC 2010 is to provide a platform for researchers, engineers, academicians as well as industrial professionals from all over the world to present their research results and development activities in education and computer technology. This conference provides opportunities for the delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration.

Among the keynote speakers are Professor Chin-Chen Chang and Professor Anu Gokhale. Professor Chin-Chen Chang from Feng Chia University is an IEEE Fellow and IET Fellow, whose specialties include, but not limited to, data engineering, database systems, computer cryptography and information security.

Dr. Anu Gokhale is a Professor and coordinator of the computer systems program at Illinois State University. She is also actively involved with the IEEE through service on the Educational Activities Board, Women In Engineering Committee, and is currently the Conference Chair of the 2010 International Conference on Electro/Information Technology.

More information on this event is available at the following link: http://www.icetc.org/

LearnX Asia Pacific 2010

The LearnX Asia Pacific experience is an international conference on innovative ideas and solutions to effectively lead and deliver learning to organizations. It will be held from the 9th to 10th June 2010 in Sydney Convention & Exhibition Centre, Australia.

Indeed, “powered by technology, the modern workforce is increasingly connected and the organisation is increasingly networked. But it’s not simply the tools that are changing the way the modern workforce operates. In the new economy, quality and value are provided by the innovative ideas created by the various connections among community and the knowledge they share. This networked space, is divergent, changes rapidly and requires new and innovative ways to deliver workplace learning”. Thus, the
LearnX Asia Pacific 2010 will explore innovative ideas and solutions to effectively help you lead and deliver the best learning to impact your organisation.

Learning professionals who manage, implement, plan and purchase e-learning and training solutions are strongly advised to participate. Indeed, attendance at this event will enable you to:

- Learn from learning specialists about new developments in workforce education and performance with focus on e-learning and talent management techniques
- Share best practice in the field of learning and development
- Interact and network with Learning Leaders and interdisciplinary colleagues from industry and academia to exchange ideas and experiences.

More information on this event is available at the following link: http://www.learnx.net/learnx/event_overview.html

Programmes & Projects
Rescuing stories of indigenous peoples through audiovisual media

UNESCO’s Office in Quito has finished the implementation of its project “Rescuing the Stories of Indigenous Peoples through Audiovisual Media”. This project allowed the Association of Kichwa Audiovisual Producers (APAK) from Imbabura, Ecuador, to enhance its capacities and to make a documentary on indigenous cultural identity.

The training workshops and the documentary filming lasted three weeks and were guided by national and international experts. Sixteen APAK members attended the workshops, the content of which included pre-production research, screenplay writing, the use of camera, sound and light, as well as editing and post-production.

The documentary Ñukanchik (Us in English), produced in the framework of the project, addressed issues of indigenous expression, discrimination and cultural identity.

In addition, APAK received a fully equipped audio-visual studio, which will allow its members to film, edit and post-produce content using the latest technology. UNESCO expects that this will significantly contribute to the sustainability of the Kichwa community’s communication capacities.

APAK is the only indigenous Kichwa association in Ecuador that produces audiovisual media content. Through such content, reflecting local realities, APAK aims to create channels for free and pluralistic expression that would strengthen and revitalise the Kichwa cultural identity. The Association is currently working on the distribution of its productions on a national scale and has the goal to expand internationally.

Further information:

- Rescuing stories of indigenous peoples through audiovisual media
Related links:

- UNESCO Audio-visual E-Platform renewed
- Creating digital libraries with UNESCO open source software
- Learning the 3Rs through discovery, interaction and participation for children of nomadic tribes
- Digital video technology in education
- Bringing information and education to underserved communities through radio

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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Resources

A new ICT maturity model for education institutions in developing countries

Developing ICT infrastructure is disproportionately expensive in developing countries and sustainable interventions are difficult to achieve: in part because leaders of educational institutions and donors have often not had the opportunity to develop ICT infrastructure planning and implementation skills. There has been a lack of concrete guidance regarding the stages of development needed to make efficient use of resources and maximise the chances of sustainable investments.

To address these needs, a novel ICT Maturity Model is presented in the paper prepared by Julian M. Bass that provides a developmental framework for education institutions in low-income countries. The Model is unique in defining the ICT infrastructure resource levels required to achieve primary organisational objectives expressed in the form of student learning outcomes.

The Model consists of eight levels, with the lowest levels defining the infrastructure required to enable initial computer training. The highest level applies to institutions where e-research is widely practised across the curriculum. The levels in the Maturity Model show management, teaching and technical staff, and donors how to make most efficient use of ICT resources by maximising opportunities for student learning.

The Maturity Model has been derived from documentary sources and an analysis of selected schools, colleges and universities in Ethiopia. The surveyed institutions include five primary schools, one higher education preparatory school, six teacher
education colleges and five public universities. The Maturity Model was used as a prescriptive, developmental tool in one of the teacher education colleges and one public university.

In this mode, the Model was shown to prioritise capacity building and infrastructure development initiatives that contributed to improving student learning opportunities. Although developed and tested in the context of one country, it is hoped that the Model will be applicable across a range of developing countries.

Author: Julian M. Bass

Read the paper:

- A new ICT maturity model for education institutions in developing countries

Related links:

- Training workshop on facilitating effective ICT-pedagogy integration in USM Penang
- Pre-service teacher education and ICT integration for a better world
- UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government
- Research project to focus on the role of technology in innovative teaching and learning

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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I'm stuck - can you help me?

This report published by the British government body BECTA, which promotes technology in learning, highlights the important role technology can play in engaging parents, and giving parents tools and advice to enable them to help their child with homework.
Key findings are:

- 83% of British parents struggle to support their child with homework.
- Over half of children are confused by their parents when they try to help with school work.
- 81% of parents welcome guidance on how to support their child’s learning better.

Using technology effectively to help parents support children’s education at home brings rewards as children’s performance improves at school.

**Further information:**

- I’m stuck - can you help me?

**Related links:**

- International children’s digital library project
- Living and learning with new media: Summary of findings from the Digital Youth Project
- Online knowledge quiz to promote ICT in education and teaching
- The Internet literacy handbook: A guide for 21st century netizens

**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

**ICT in the early years**

This website, which has arisen out of development and practice of using technology at Homerton Children’s Centre, gives educators some information on how to develop uses of ICT in the early years. Indeed, you can use the planning area of this website to find out how you can plan for ICT so that it underpins each principle of the Early Years Foundation Stage (EYFS).

More precisely, the EYFS is based around four themes. Each theme is linked to an important Principle:
• **An unique child** - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

• **Positive relationships** - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

• **Enabling environments** - The environment plays a key role in supporting and extending children’s development and learning.

• **Learning and development** - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

More information is given on the website on how these principles can be put into practice and on how technology can underpin them.

Finally, the resources area of this website has an abundance of training and support materials to help you develop effective uses of technology within your environment. Featured resources are topics such as: “ICT and the outdoor learning environment”, “ICT and Creativity” and “Using Digital Cameras and Scanners” for instance. A book is also available for download, “The Really Useful Book of ICT in the Early Years”. As for the Homerton Children’s Centre, it also has a website with general information that can be found at: [Homerton Children’s Centre](#).

**Further information:**

- [ICT in Early Years](#)

**Related links:**

- [Homerton Center](#)

- [Free reading lessons for young readers](#)

- [International children’s digital library project](#)

- [Ethiopian children’s TV wins again](#)

**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](#)
**Wolfram|Alpha for educators**

Wolfram|Alpha is a free online computational knowledge engine that generates answers to questions in real time by doing computations on its own vast internal knowledge base.

The long term goal of this project is to make all systematic knowledge immediately computable and accessible to everyone. Indeed, the Wolfram|Alpha’s team aims to collect and curate all objective data; implement every known model, method, and algorithm; and make it possible to compute whatever can be computed about anything. Their goal is to build on the achievements of science and other systematizations of knowledge to provide a single source that can be relied on by everyone for definitive answers to factual queries.

Thus, Wolfram|Alpha can be used in the classrooms in quite a valuable way. Indeed, educators can use it to gather information on a general concept, research details on specific topics, create visual aids for presentations or handouts, including images and graphs and show steps to math problems. They can also use it in lesson planning in Mathematics, Science and Social studies for instance.

Among the Wolfram Resources for educators, you can also find the Wolfram Education Portal (collection of resources, including dynamic classroom demonstrations), the Wolfram MathWorld (mathematics resource), the Wolfram Mathematica Online Integrator (symbolic integration solver) and the Wolfram Research Products & Technologies for Educators.

As of now, Wolfram|Alpha contains 10+ trillion pieces of data, 50,000+ types of algorithms and models, and linguistic capabilities for 1000+ domains. Built with Mathematica—which is itself the result of more than 20 years of development at Wolfram Research—Wolfram|Alpha’s core code base now exceeds 5 million lines of symbolic Mathematica code. Running on supercomputer-class compute clusters, Wolfram|Alpha makes extensive use of the latest generation of web and parallel computing technologies, including webMathematica and gridMathematica.

Indeed, Wolfram|Alpha is being introduced first in the form of the wolframalpha.com website. But Wolfram|Alpha is really a technology and a platform that can be used and presented in many different ways. Among short-term plans are developer APIs, professional and corporate versions, custom versions for internal data, connections with other forms of content, and deployment on emerging mobile and other platforms.

**Further information:**

- [Wolfram|Alpha for educators](#)

**Related links:**

- [A guide to software as a service in education](#)
- [69 learning adventures in six galaxies](#)
- **How science works: Bringing the world of science into the classroom through innovative student-centred multimedia approaches**
- **MathWorld - an online mathematics reference work**
- **Paying attention to attention**
- **An administrators' guide to interactive learning**
- **A Study on the use of ICT in mathematics teaching**

**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**

**Multimedia training videos**
Multimedia training videos is a series of completely free and open educational resources for learning a variety of multimedia and ICT tools. Indeed, on this website you can find tutorials on Flash Videos, Dreamweaver, Photoshop, web tools and search engine optimisation for instance. More content including tutorials on Javascript, CSS, PHP and Word Press will also be added soon.

These resources are also available on YouTube and Vimeo in case you want to embed some of them into your blog for instance.

As for the project itself, it is a joint collaboration between [Joint Information Systems Committee-JISC](https://www.jisc.ac.uk), [Higher Education Academy](https://www.heacademy.ac.uk) and [University of Westminster Education Initiative Centre](https://www.uwu.edu.uk). You can read more about the OER project at the [Open Educational Resources](https://www.open教育资源.org) website. A blog for multimedia training videos, describing the current work, is also available.

Finally, this site is based on another site of free training resources for teachers known as [Teacher Training Videos.com](https://www.teacher-training-videos.com) which won the JISC/HEA award for "Outstanding Initiatives in ICT 2008." Many of the ideas for the development of this site were based on the success and development of this website.

**Further information:**
- **Multimedia Training Videos**

**Related links:**
• The amazing web 2.0 projects book
• Enhanced learning with interactive courses for TV
• The open education disc project: An open source software package for Windows
• Hong Kong primary school bolsters interactive learning
• Smarthistory - a multimedia web-book about art and art history
• neoK12 – educational videos and lessons for K-12 school kids
• Animoto for Education

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