Highlight
How will ICT change the future of education?
Educators from Malaysia, Australia and India foresee a future in which digital books, hybrid mobile computers and touch-screen writing tablets will replace the textbook, chalk and blackboard, according to a series of interviews in the FutureGov magazine on how technology will change the future of education.

News & Events
Popular e-learning CD on ICT in Education NOW AVAILABLE ONLINE!
The UNESCO Bangkok e-Learning Series on Information and Communication Technology (ICT) in Education can now be accessed online.

Meeting discussed ICT statistics in education
The second meeting of the Working Group on ICT Statistics in Education (WISE) was held from 2 to 4 December 2009 in Montevideo, Uruguay. Thirty delegates discussed indicators to measure the use of ICT in education.

Teacher trainers from South Asia discussed media and information literacy
Teacher trainers from South Asia gathered last December in Colombo, Sri Lanka, for a workshop on UNESCO’s Media and Information Literacy Curriculum for Teacher Education.

Research project to focus on the role of technology in innovative teaching and learning
Microsoft Partners in Learning Programme is collaborating with national governments on a major multinational study.

Job Vacancy
UNESCO Bangkok is seeking a Project Assistant for its ICT in Education Programme.

Programmes & Projects
Pictures tell a thousand words - Photography project highlights hardships of neglected community
The “At First Sight” project aims to encourage Saphan Phut community residents in Bangkok, Thailand, to use photography to record their daily experiences and challenges, and to encourage more people to get involved in volunteering at the grassroots level.

Resources
2010 Horizon Report - trends and challenges that will affect teaching and learning
The annual Horizon Report describes emerging technologies likely to have a large impact on teaching, learning, or creative inquiry on college and university campuses within the next five years.

Observatory on ICTs in Education
The Observatory is an open-access database for research on the pedagogical integration of ICT.
Engaging students with engaging tools
A new university course explored the use of a variety of social media and other tools in pursuit of effective learning. Student responses varied from discomfort with the technology to enthusiastic adoption and continued use after the course ended.

ICT in Education: A study of public health education
This paper is an effort to highlight the benefits of online course management systems in public health education with special reference to the open source online tools.

NASA World Wind
World Wind allows any user to zoom from satellite altitude into any place on Earth, leveraging high resolution imagery and elevation data to experience Earth in visually rich 3D, just as if they were really there.

Highlight
How will ICT change the future of education?
Educators from Malaysia, Australia and India foresee a future in which digital books, hybrid mobile computers and touch-screen writing tablets will replace the text book, chalk and blackboard, according to a series of interviews in the FutureGov magazine on how technology will change the future of education.

Emeritus Professor Jonathan Anderson, Flinders University of South Australia, predicts that knowledge in the form of books and printed matter will rapidly become digitised. Today, full text of over seven million books can be accessed through Google Books. This number is growing quickly as Google expands its digitisation effort with international associations, publishers and authors. Companies such as Amazon.com and Sony are also contributing to this development.

Many libraries in Asia Pacific are aggressively digitising content. The National Library in Kolkata – the largest library in India – is going through a massive digitisation effort. “We have digitised 9140 books and converted close to 180,000 records into machine-readable formats last year,” said Asesh Ghatak, Library and Information Officer, National Library, Belvedere, Kolkata in India.

New mobile devices will emerge and take on a great role in the way students learn. “We are likely to see a convergence of mobile and PC technologies as rival chip manufacturers enter each other’s territory,” explained Anderson. He predicted that smart phones will become more like computers and vice versa.

Dr Norrizan Razali, Senior Manager, Smart School Department, Multimedia Development Corporation in Malaysia agreed. “One of the key emerging technologies that will transform schools is mobile devices. Hybrid devices which are a mix of mobile phones and personal notebooks,” she added. Razali believed that such a mobile device will make a great impact to students, especially in rural Malaysia. However, it must first be durable and affordable – below RM 1000 (US$292) each.

The increasing pervasiveness of cloud computing will support such a device. Cloud enables operating systems to be trimmed down and applications to rely less on end-
clients for processing power and memory space. Also, touch-screen technology will become the key method students interact with ICT devices.

“Such a device will be held in the hand like a mobile phone but it will have a larger surface, something like a writing tablet. It will be used for all kinds of communicating – browsing the internet, emailing, reading books and other materials online, phoning and texting, and social networking with friends and colleagues,” Anderson elaborated.

Social networking sites such as Facebook and Twitter will continue to rule students’ time. According to a recent Australian study, Facebook was the fourth most visited site. On average, users spend an average of 26.5 hours each week online, and a quarter of that time – 6.5 hours – is dedicated to Facebook. Visits to Twitter increased 1000 per cent compared to the year before.

While it is not easy to spell out the implications for education, Anderson advised that educators need to keep abreast of the latest ICT developments and echoed the need for teachers to be brought up to speed on new technology.

Author: Kelly Ng, FutureGov

Further information:

- How will ICT change the future of education?

Related links:

- FutureGov
- UNESCO publishes brochure on follow-up to World Summit on the Information Society
- White Paper Information and Communication Technologies (ICT) in Education for Development
- Future of higher education: How technology will shape learning

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter
News & Events

Popular e-learning CD on ICT in Education NOW AVAILABLE ONLINE!
When UNESCO Bangkok announced the release of this CD in June 2009, it was beyond expectation that 3,000 copies would run out in just a matter of months. Request for copies came from literally everywhere – USA, The Philippines, Kazakhstan, Vietnam, Jordan, Nigeria, France, Samoa, Russia, Bangladesh, Uzbekistan, Uruguay, Cambodia, Ghana, Singapore, Egypt, India, Nepal, Canada, Thailand, Togo, Indonesia, Colombia, Israel, Morocco, Tunisia, Finland, Denmark, Australia, Namibia, West Indies, Brazil, Guatemala, South Africa, Zambia, Myanmar, Oman, Bolivia, The Netherlands, Fiji, Malaysia, Germany, Mongolia, Pakistan, Kenya, Ireland, Poland, Uganda, Austria, Switzerland, Norway, Turkey, Papua New Guinea, Lebanon, North Korea, UK, Belgium, Saudi Arabia, Brunei and Hong-Kong.

The e-learning is intended for all those who are interested to learn more about ICT in Education. The CD contains two modules.

• Module 1: ICT in Education Essentials – provides learners with all the essential information promoting a common understanding on the topic in the education sector.
• Module 2: ICT in Education Decision Making – helps to consider the different factors involved in choosing the appropriate technology to use in a particular education setting.

It really doesn’t matter whether the learner knows a little or nothing at all about ICT in Education before taking the modules. According to user feedbacks, the two modules give you the confidence that you know the essential information you need to know or just assure you that what you already know before is also the view shared by many. Now that’s an incentive if you want to be sure what you’re talking about.

The online version is available here: www2.unescobkk.org/ict/elearning

To request a CD version, send e-mail to: ictinfo@unescobkk.org

Don’t forget to print your certificate and send to: ictinfo@unescobkk.org

Names of those who have completed the modules will be displayed in: http://www.unescobkk.org/education/ict/ict-in-education-projects/capacity-building/certificates/

Further information:
Meeting in Montevideo discussed ICT statistics in education
The second meeting of the Working Group on ICT Statistics in Education (WISE) was held from 2 to 4 December 2009 in Montevideo, Uruguay. It was organized by the UNESCO Institute for Statistics (UIS) in cooperation with UNESCO's Office in Montevideo.

Thirty delegates from Africa, Asia and Latin America, as well as representatives of the UN Economic Commission for Latin America and the Caribbean (ECLAC), UNESCO Offices in Brasilia and Santiago de Chile, and the World Bank, discussed indicators to measure the use of ICT in education. The working group was set up by UIS in 2008 under the auspices of the Partnership on Measuring the Information Society, a multiple agency stakeholder body mandated to monitor the World Summit on the Information Society (WSIS) goals.
While the first WISE meeting in Rabat (Morocco) in March 2009 prepared an international pilot survey on ICT in Education, the objective of this second event in Montevideo was to discuss the results of the pilot in order to refine and complement the questionnaire for its rollout phase in 2010. In particular, the meeting aimed to review the analytical assessment of the pilot study, to examine the new draft for the survey rollout, to learn from methodological challenges, to give recommendations and to create collaborative frameworks using synergies among agencies to assist Member States in their statistical capacity development.

The experts in ICT statistics discussed data availability and the suitability of indicators based on countries’ specific information needs. The debates helped to clarify definitions and to improve ambiguous questions. At its international launch in 2010, the survey will be structured in five key areas, capturing ICT-specific national education policies, public funding of ICT in education, ICT facilities and institutions, qualification of teachers in ICT-enhanced teaching and access of ICT-enhanced classes to students. The survey is supposed to provide fundamental information on countries’ progress towards the realization of knowledge societies.

Participants also visited the Uruguayan Ministry of Education and two public primary schools in Montevideo to learn from Uruguay’s experience with the Plan Ceibal. Plan Ceibal is a national educational plan, in the scope of which Internet-connected laptops have been distributed to all public primary school children in Uruguay at no charge for students’ families or schools. Laptops are used in all school subjects for educational purposes as well as at home, where computers also benefit children’s families. As Uruguay is the first country to fully implement the modality “1 laptop - 1 child”, the evaluation of Plan Ceibal’s impact is supposed to provide essential insights in informing further improvement to the UIS data collection efforts.

Further information:

- Meeting in Montevideo discussed ICT statistics in education

Related links:

- **UNESCO Institute for Statistics (UIS)**

- **CEIBAL en la sociedad del siglo XXI (UNESCO guidebook)**
Teacher trainers from South Asia discussed media and information literacy

Teacher trainers from South Asia gathered last December in Colombo, Sri Lanka, for a workshop on UNESCO’s Media and Information Literacy Curriculum for Teacher Education. 35 participants from Bangladesh, Bhutan, India, the Maldives, Nepal, Sri Lanka and Pakistan discussed how to educate young people to stay informed in the modern world.

The four-day training-of-trainers workshop introduced UNESCO’s draft Curriculum, which has been designed to help teachers educate young people to critically engage with newspapers, television, the Internet and other media. The objective of the Curriculum is to make students understand how media work and affect the world they live in.

During the workshop, participants got to grips with the basics of media and information literacy in teacher education. They had an in-depth look at certain modules of the Curriculum and gave their feedback on the proposed model. Discussions also took place on how to adapt the Curriculum to meet the particular demands of the region.

Media literacy is only beginning to emerge in the schools of the region, and public awareness in most of the South Asian countries remains limited. Media shape students’ knowledge of the world and of themselves, therefore critical thinking, both about and through the media, is becoming a matter of urgency and a key component...
of teaching and learning.

Keeping up with new tools and skills, necessary to stay informed and engaged in the modern world, is not an only challenge for South Asian countries. Finding time and resources is just as important. While media literacy is not a new issue, it has quickly become an eminent one, due to the fast speed and wide spread of information via new media technologies.

Participants expressed a concern about the evident skill gap that exists between citizens of different age groups and socio-economic backgrounds in using the Internet and new technologies. They stressed that this gap and media illiteracy can lead to missed opportunities and social exclusion; it is, therefore, very important to instill the teaching of media literacy skills in schools from an early age. Some participants also argued that teaching media literacy would enrich public discussions and have a positive impact on diversity, tolerance and dialogue. But media literacy will never be sufficient without multicultural literacy: young people stay tone-deaf to the media when they are out of their cultural element.

The Curriculum has been drafted by UNESCO over the last 18 months with the contribution from leading international experts in this area. It will be piloted by selected teacher-training institutions across the world. Similar workshops were already held in South Africa and Jamaica.

**Further information:**

- Teacher trainers from South Asia discussed media and information literacy

**Related links:**

- [Teacher-Training Curricula for Media and Information Literacy](#)
- [Workshop in South Africa to assess media and information literacy in teacher education](#)
- [UNESCO-SALIS e-learning portal for awareness raising on information literacy for Southern Asia](#)
- [UNESCO publishes brochure on follow-up to World Summit on the Information Society](#)
- [Educational challenges for the globalized 21st century – UNESCO Bangkok Director addresses Asia Education Leaders 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

Further information:

- UIS has released the Guide to Measuring Information and Communication Technologies (ICT) in Education

Related links:

- Korea hosts an international expert meeting on ICT in Education Indicators
- Seminar on ICT Measurement and Indicators concluded in New Delhi
- New ICT development index compares 154 countries
- Indicators for policy makers
- infoDev releases report on state of ICT use in education in African countries

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter
Research project to focus on the role of technology in innovative teaching and learning

Microsoft recently announced that its Partners in Learning program is sponsoring the Innovative Teaching and Learning (ITL) Research project. This research, led by SRI International, will broadly investigate the effects that information and communications technology (ICT) has in transforming teaching and learning at the school and education system level.

Microsoft will make a $1 million (U.S.) investment each year in the multiyear longitudinal study in partnership with the governments of Finland, Indonesia, Russia and Senegal. The primary focus of this research, which is being guided by outside advisors from the Organisation for Economic Co-operation and Development (OECD), UNESCO, the World Bank, the International Society for Technology in Education (ISTE) and other organizations, is to assess teachers’ adoption of innovative classroom teaching practices and the degree to which those practices provide students with personalized learning experiences that promote the skills they will need to work in the 21st century. This will complement the Assessment and Teaching of 21st Century Skills (ACT21S) research that Microsoft announced on Monday, which focuses primarily on identifying those 21st century skills, and developing ways to measure them by providing new methods of assessing students.

"Education and political leaders worldwide have recognized the need to prepare their youth for the 21st century, a goal that we believe requires the transformation of educational opportunities and more effective integration of technology into teaching and learning," said Anthony Salcito, vice president of Worldwide Education for Microsoft. "We are making a significant investment in the Innovative Teaching and Learning Research program to provide the data and the clear evidence needed to inform and measure that transformation."

Teams of national researchers from universities, think tanks and other institutions will work with SRI International to conduct the research in each country. "SRI is tremendously excited to be a part of this ambitious global project, which offers a unique opportunity to develop a common platform for discussing educational innovation across many diverse country contexts," said Linda Shear, ITL Research project director at SRI International. SRI led the ITL Research design phase and will manage the worldwide data collection and analysis.

The multiyear research program, which Microsoft hopes to expand to more countries in the future, will make use of parallel case studies for deep investigation of the national and school-level factors that shape teaching practices within particular
country contexts. It also will look across the cases to provide education stakeholders with a rich set of information on how effective teaching and learning takes place when technology is present in the classroom.

"Education policymakers in countries around the world have invested heavily in ICT over the last decades, and they want to see significant impact on student learning. The ITL Research is designed to examine exactly this issue of what factors most contribute to the effective integration of technology into teaching and learning, combining a systemic approach with a careful insight into daily practices," said Francesc Pedro, senior analyst for OECD’s New Millennium Learners project and advisor to the ITL Research project.

The primary focus of the ITL Research is innovative teaching practices that provide students with learning experiences that promote 21st-century skills.

The innovative teaching practices in the ITL model are characterized by student-centered pedagogy, learning opportunities that transcend the school walls, and the integration of ICT into teaching and learning.

Methodologies, data and reports are open to researchers around the world, and will be free and publicly available each year. In addition, the research project will develop a set of evaluation tools that schools and education systems can adopt to measure their own progress. Results and reports from the first year of the project are expected in summer of 2010, with annual results in the years to come.

"This is an ambitious research project that will help build a better understanding of how teaching practices supported by technology can become more effective tools for teaching and learning," said Tarek Shawki, director and global coordinator for partnerships and ICT capacity building projects at UNESCO. "UNESCO fully endorses the significance and necessity of this research. We expect that the insights gained from this project will help inform education policy directions to better meet the evolving educational needs of today’s technology-engaged educators and students."

Source: Microsoft Corp.

Further information:

- Pioneering Research Project to Focus on the Role of Technology in Innovative Teaching and Learning

Related links:

- ITL Research
White Paper Information and Communication Technologies (ICT) in Education for Development

ICT changing the face of higher education

First international symposium brings together major global networks for innovation in education

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

Programmes & Projects

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

Initiated by United Nations Volunteer (UNV) at UNESCO Bangkok, Linda Germanis, the “At First Sight” project aims to encourage Saphan Phut community residents in Bangkok, Thailand, to use photography to record their daily experiences and challenges, and to encourage more people to get involved in volunteering at the grassroots level.

Ms. Germanis’ dedication to the community was recently recognised by Thai authorities who named her an “outstanding volunteer for her valuable contribution to Thai society”.

Some of the photos taken by its young residents were selected by an international organization in Geneva for a slide show exhibit, and an e-book, to show diverse perspectives from photographers around the world.

Some images have also been submitted to photography contests, organised at national and international levels, to highlight pressing development issues.

A booklet containing pictures and commentaries taken by the young residents of Saphan Phut is soon to be released. This booklet is divided in two main sections, namely "At first sight" and "Art At fiRst sighT".
Its first section tells the story of the project from its inspiration to the actions, its partners and methodology. The second section, Art At fiRst sighT, is compiled as a coffee table book presenting two series of photos that aim to show, as a symbolic dichotomy, how everything we are looking at can open a dialogue, whether between ourselves or with others.

In the first series titled “A Selection From The International Community”, volunteers from UNESCO Bangkok were asked to collect pictures from the web that represent their feelings about Bangkok and to comment their choices. This selection of pictures has been used as example of the At first sight dialogue methodology for the expected involvements of the children.

The second series is composed of photos portraying lives in the Saphan Phut Community, captured and commented by its young dwellers.

Thanks to a prize won in a United Nations Volunteer (UNV) competition, ,2500 USD will be dedicated to develop environmental protection activities in the second phase of the At first sight.

Through a participatory approach, environmental protection priorities of the Saphan Phut community will be identified. Two discussion groups will be organized to discuss how the community could volunteer for its own environment.

One discussion group will be composed by representatives of the community. The second one will target the youth of the community, previously involved in the “At first sight” project.

The representatives will be required to identify tangible improvements needed in the community, as for example building a warehouse for recycled materials, buy a water pump to prevent flooding during the rainy season, etc.

The teenagers will be required to identify tangible improvements needed in the community as well. Furthermore, they will be asked to think about the most effective way to be a reporter of environment related activities that will be developed. This will represent a follow up to the “At first sight” community photography activities by developing a small photography record titled “I report ...on my environment”.

Linda Germanis can be contacted at: l.germanis[at]unesco.org

Further information:

- At first sight...

Related links:
Resources

2010 Horizon Report - trends and challenges that will affect teaching and learning

The annual Horizon Report describes the continuing work of the New Media Consortium’s Horizon Project, a qualitative research project established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, or creative inquiry on college and university campuses within the next five years. The 2010 Horizon Report is the seventh in the series and is produced as part of an ongoing collaboration between the New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI), an EDUCAUSE program.

In each edition of the Horizon Report, six emerging technologies or practices are described that are likely to enter mainstream use on campuses within three adoption horizons spread over the next one to five years. Each report also presents critical trends and challenges that will affect teaching and learning over the same time frame. In the seven years that the Horizon Project has been underway, more than 400 leaders in the fields of business, industry, technology, and education have contributed to this long-running primary research effort. They have drawn on a comprehensive body of published resources, current research and practice, their own considerable expertise, and the expertise of the NMC and ELI communities to identify technologies and practices that are beginning to appear on campuses or are likely to be adopted in the next few years. The 2010 Advisory Board, like those before it, considered a broad picture of emerging technology and its intersection with the academic world through a close examination of primary sources as well as through the lens of their own experiences and perspectives. The research methodology employed in producing the report is detailed in a special section that follows the body of the report.
The report’s format is consistent from year to year, opening with a discussion of the trends and challenges identified by the Advisory Board as most critical for the next five years. The format of the main section closely reflects the focus of the Horizon Project itself, centering on the applications of emerging technologies to teaching, learning, and creative inquiry. Each topic is introduced with an overview that describes what it is, followed by a discussion of the particular relevance of the topic to education, creativity, or research. Examples of how the technology is being, or could be applied to those activities are given. Finally, each section closes with an annotated list of suggested readings and additional examples that expand on the discussion in the report and a link to the tagged resources collected during the research process by project staff, the Advisory Board, and others in the growing Horizon Project community.

**Read the report:**

- [2010 Horizon Report - trends and challenges that will affect teaching and learning](#)

**Related links:**

- [2009 Horizon Report profiles six key emerging technologies for higher education](#)
- [Handbook of Emerging Technologies for Learning](#)
- [Re-organizing universities for the information age](#)

**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](#)
**Observatory on ICTs in Education**

The PanAfrican Research Agenda on the Pedagogical Integration of ICTs is a research project which aims at better understanding the benefits of the pedagogical integration of ICT in Africa.

The first phase of this project (2007-2009) consisted in the development of qualitative and quantitative observatory indicators to monitor “policies, access, teacher training, ICT use, learning, school administration and gender”.

In very simple words these indicators’ goal was to help assessing the use, impact and sustainability of ICTs in African institutions: “in the African schools that have access to ICTs, what is being done with them, and how can they contribute to the quality of teaching and learning?”

Data were then gathered on these 180 indicators to “build foundations for future research and collaborative efforts” and to “support policy development initiatives” on the pedagogical integration of ICT in Africa. The data collected are accessible through the Observatory website.

Indeed, the PanAf network shares an unprecedented open-access dataset via this Observatory. Data can be searched using three different search functions:
- Simple Search — allows you to select a single country and then to browse national or institutional indicators and their subcategories (ex: The number of teacher-training institutions for the Teacher-training national indicator)
- Advanced Search — allows you to create tables of indicators from multiple countries, and
- Summary Search — maps summary data from the institutions participating in the project.

The PanAf network counts many institutional partners (the Educational Research Network for West and Central Africa and the University of Montreal) as well as external partner organizations (including infoDev, the World Bank and the UNESCO Institute for Statistics).

As for the second phase (2009-2011) of this project, the main research question asked is: "How, for whom and under what circumstances can the pedagogical integration of ICTs substantially improve the quality of teaching and learning at all levels and scales of African education systems?" Full project proposals on both phases are available online.

**Further information:**

- [Observatory on ICTs in Education](#)

**Related links:**
Engaging students with engaging tools
This article, written by Ed Webb, records his experiences of teaching a new course in early 2009 at Dickinson College, a four-year liberal arts college in Pennsylvania/USA serving around 2,300 undergraduates.

The course emphasized newer and emerging media and technologies such as satellite television, the Internet, and mobile telephony. They particularly studied blogging and the role of social media in self-expression and activism. To better understand the read-write web and social media, students were required to write blogs as well as follow blogs using an aggregator. The course was delivered via a wiki rather than a learning management system, to offer a more open learning environment. Mr. Webb also encouraged students to use Diigo for social bookmarking.

In a class of 21, there was naturally a range of responses to the different technologies used, from enthusiastic embrace through indifference to active resistance. But student feedback, formal and informal, was overall more positive than negative, and in some cases strongly supportive. Several students have continued to use tools introduced in the course.

Ed Webb expects to apply the lessons learned in future iterations of this course and in others, including how to better serve students who do not readily embrace all the techniques and technologies used.

Read the full article:

• Engaging students with engaging tools
Related links:

- Sprout - learn to create lasting change
- Education for a digital world
- An administrators' guide to interactive learning
- Best practices in the use of Web 2.0 technologies for learning
- Actively using the internet and social software for modern e-learning

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 Education: A study of public health education
This paper is an effort to highlight the benefits of online course management systems in public health education with special reference to the open source online tools.

The paper addresses the importance of ICT systems in training public health professionals. It also discusses the benefits and limitations of such a system. The present system is a complementary teaching method to the existing classroom teaching.

Further information:

- ICT in Education: A study of public health education

Related links:
• Empowering persons with disabilities through ICTs

• People with visual impairment reading the world/the importance of ICT for visually impaired

• Wealth of resources on sexual health online

• HIV and AIDS online data hub launched

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

NASA World Wind
Many of us dream to go into the space and have a look on the “Blue Ball”, our planet the earth. National Aeronautics and Space Administration (NASA), the American space agency has created World Wind software, which consists of detailed satellite 3D images of the planet earth. These images are not only of excellent resolution but present minute and fine details also. World Wind was created by NASA Learning Technologies (NASALT) which has been working on the use of 3D virtual worlds and online space education games for many years.

World Wind provides an opportunity to view 3D virtual animated models of the earth, Mars, Jupiter, moon and The Sloan Digital Sky Survey or SDSS.

One can rotate, tilt, and zoom selected body or planet as desired. Similarly political boundaries, latitude/longitude lines, and other location criteria can also be seen on the planet earth. Moreover one can view more than five million places with their names.

NASA World Wind software is available for personal computers and and can be downloaded free of charge from different resources including NASA official website. Primary data sources come from NASA, and TerraServer-USA of Microsoft Research.
World Wind (1.4) is the latest version of this series and for this software the minimum requirement is Windows 2000 or other equivalent operating system, 256MB of RAM, 3.1 GHz processor or AMD Athlon or higher 3D Graphics card, 2GB hard disk space and of course an internet connection. Video or Graphics Card is the one most important component for 3D acceleration.

**Further information:**

- NASA World Wind

**Related links:**

- [Google and UNESCO announce alliance to provide virtual reality simulations of World Heritage sites](#)
- [The Quest Atlantis project](#)
- [Travel back to Ancient Rome with Google Earth](#)
- [Google Earth Education Community](#)

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