

Announcement

News on ICT in Education

Highlight

ICT changing the face of higher education

Cyber universities, the challenge of equal access, and the growing carbon footprint of information and communication technologies were debated during a parallel session at the World Conference on Higher Education. The conference, which attracted close to 1,000 participants from 148 countries, opened on 5 July at UNESCO Headquarters in Paris with a call for higher education to address global development challenges.

News and Events

Korea hosts an international expert meeting on ICT in Education Indicators

The First International Expert Meeting on ICT in Education Indicators convened in Busan, the Republic of Korea, July 7-9, 2009. The meeting was co-organized by the Korea Education Research Information Service (KERIS) and the World Bank.

A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use

A “Smarter Thailand” with “Smarter People” and a “Smarter Government”- is the main goal of Thailand's second Information and Communication Technology (ICT) Master Plan for 2009-2013, which was drafted by the National Electronic and Computer Technology Centre (Nectec).

Interactive multimedia tools for youth to help combat HIV and AIDS

In order to respond to the HIV and AIDS pandemic, UNESCO and its partners are developing a series of interactive multimedia tools, conceived as educational computer games.

UNEP promotes online science in the developing world

Online Access to Research in the Environment (OARE) aims to make access to research in the environment more effectively accessible across the world.

India announces budget for ICT education

India will invest nine billion Indian rupees (USD\$189 million) on education through information and communication technology (ICT) this fiscal year, Finance Minister Pranab Mukherjee has announced.

Programmes and Projects

Fostering a culture of non-violence through ICT

One hundred and ten young people from Brasilia and Paraguay, together with 40 volunteer mentors, participated in a six-month pilot project initiated by the Brazilian Institute of Applied Technology and Innovation (ITAI) and UNESCO's offices in Montevideo and São Paulo. The project aimed to foster a culture of non-violence among young people by using strategies of capacity-building for social and professional integration

Resources

Future of higher education: How technology will shape learning

This report analyzes the impact of technology on higher education and the job-preparedness of today's graduates based on a global online executive survey with approximately 300 respondents and 12 interviews from university chief information officers and leaders.

A model for sustainable student involvement

Seneca College, in Toronto (Canada), has developed an approach to sustainable student involvement in open source communities, which has proven to be successful in a course setting.

Cyberbullying and responsible digital citizens

Digizen is an educational website containing resources and guidance on cyberbullying and online social networking safety.

Revise your knowledge on ICT

ReviseICT was devised to help British students revise key ICT concepts for their exams, but it is also proving to be a useful tool for other users as well.

69 learning adventures in six galaxies

This website offers a selection of well researched articles on e-learning.

Highlight

ICT changing the face of higher education

Cyber universities, the challenge of equal access and the growing carbon footprint of information and communication technologies were debated during a parallel session at the World Conference on Higher Education. The conference, brought together close to 1,000 participants from 148 countries and opened on 5 July at UNESCO Headquarters in Paris with a call for higher education to address global development challenges.

“A ‘business as usual’ attitude to the provision of higher education will no longer do as demand rises along with questions of equity, affordability and relevance,” said UNESCO’s Assistant-Director General for Communication and Information, Abdul Waheed Khan, at the opening of the session. “The conventional system alone cannot meet the challenges. We must ask the questions: Will present day universities become the dinosaurs of tomorrow? Will there be profound changes in learning content? What is the role of students and staff and how will we ensure quality and sustainability on the Internet?”

Didier Oillo, Creator and Director of the Virtual University of the French-speaking world and a specialist in providing ICT for underprivileged and marginalised populations, said the 1998 World Conference on Higher Education had recognised the potential and challenge of technology. He said: “Since then the knowledge society has moved far beyond to develop its own economy and industry. There are new ICT tools, collaborative sites and blogs, platforms like Facebook and Twitter, video conferencing and mobile tools. Young people have already mastered all these new and different techniques but not all teachers [have yet].”

Mr Oillo said roles are changing rapidly in the virtual learning environment as teachers take on more of a mediator’s role and students gain greater control over their own learning. Now new technology should be used to include countries in the Southern Hemisphere.

Frits Pannakoek, the President of Canada's open Athabasca University and a member of the International Council for Open and Distance Education (ICDE), also summed up differences since the 1998 conference when the digital world of the 1990s was not truly connected with ICT. "Content was not affordable, indigenous cultures were marginalised on the Internet and English was the dominant language," he said.

"Now the world is still not wired but it is increasingly wireless. ICT is still unfairly distributed worldwide but there are positive changes such as the invention of the USD\$100 computer. Indigenous cultures are finally online, and in Canada and New Zealand, they have a strong presence."

"English had also lost some of its hold with smaller languages asserting themselves. However, there was still a question mark over the quality of learning offered through ICT and the fact that northern hemisphere material dominated, which meant there was no real local trade in educational resources. The 18-plus students demand ICT-driven learning and if this is not provided as an option, conventional institutes will lose them," he warned.

Professor Zheng Deming presented China's oldest and best established distance learning project: Shanghai Television University (STUV). STUV began in the 1960s using television to improve access to education. It now uses ICT to provide the same service to Shanghai's 19 million inhabitants. To adapt to the country's rapid growth, the university launched the project: "Turning the Digital Divide into Digital Opportunity".

"Because of the development of the country we had an urgent need for highly qualified talent, or to retrain the huge workforce," said Professor Zheng, the President of STUV. "We also wanted to ensure that the elderly could access lifelong learning programmes."

Their virtual campus now offers eight learning platforms serving different groups which include underdeveloped and disadvantaged communities, 400 rural schools, four million immigrants and the elderly. In 2008, STUV was named as a laureate for the UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of Information and Communication Technologies in Education.

Professor Dele Braimoh, a UNESCO Chair holder and Director of the University of South Africa (UNISA), Institute for Open and Distance Learning, described the challenges that students and staff are facing in a country suffering from poverty, poor infrastructure and a lack of ICT skills. He said: "There is a gap between the sophistication of the technology available and the knowledge of staff and students.

"We have 300,000 students and most come to open and distance learning with no prior training. Staff often have very conservative mindsets about new ways of teaching. In addition we have students who are too poor to buy personal computers, limited computer bandwidth and constant power outages," he added.

"The benefits of ICT in higher education are obvious as they are location-independent and improve access for many groups," said Peter Hopkinson, Director of Education for Sustainable Development (ESD) at the University of Bradford in England. Mr Hopkinson is in charge of the university's ecoversity project, which aims to embed ESD in the institution and all aspects of student learning.

“Fifteen years ago I had no desktop computer, no Twitter and no Facebook. Now students do not need to be in a certain location to learn, they can use podcasts for lectures and download tutorials onto mobiles. Libraries are online and there are vast data centres like Google. We have to ask whether in the future people will even go to a university as we understand it,” Mr Hopkinson said. “However, the growth of ICT carries with it a huge environmental impact. In the United Kingdom the carbon footprint from new technology is soon set to outstrip that of air travel.”

Concerns were voiced about the potential loss of student-teacher and student-student interaction. “We must not forget that the ‘C’ in ICT does not stand for “computer” but for “communication”. Education is not possible without communication; it includes interpersonal communication in a classroom as well as Internet communication. Communication must be applied so that it aids higher education,” said UNESCO’s Abdul Khan.

Further information:

- [ICT changing the face of higher education](#)

Related links:

- [Future of higher education: How technology will shape learning](#)
- [ICT for Accessible, Effective and Efficient Higher Education Projekt \(UNESCO Bangkok\)](#)
- [ICT can transform education!](#)
- [Networking the Networks](#)
- [Re-organizing universities for the information age](#)
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ICTs are increasingly being used in education systems around the world, but how do we know what the impact of such use is? And how should we monitor and assess the use of ICTs in education?

Measuring the impact of ICT in education systems around the world can be complicated because of a lack of consensus on what can and/or should be measured, and how this measurement can and should take place. A lack of common sets of methodologies and indicators in this regard also hampers cross-national comparisons of developments and the impact of related initiatives. To help address such challenges, many organizations have begun to develop, or propose to develop, common sets of “ICT in Education Indicators” to help guide their activities, and those of their developmental partners in this area.

To promote harmonization of related efforts, representatives from the World Bank, KERIS, the Korean Ministry of Education, Science and Technology, UNESCO Institute of Statistics (UIS), UNESCO-Bangkok, the Inter-American Development Bank, the OECD (CERI), and the European Union - CRELL, along with experts from universities in South Korea, the Netherlands and Canada, and representatives from the international initiative on “Assessment and Teaching of 21st Century Skills” met to:

- share information about current and upcoming efforts sponsored by key organizations involved in this subject area;
- provide critical feedback and advice to colleagues leading initiatives in this area of ICT in education;
- assess potential areas of cross-donor collaboration;
- identify gaps in existing or proposed initiatives, and;
- propose areas for collaboration and joint activity in going forward.

Tentative agreement was reached for collaboration in two key areas:

1. Sets of core and supplemental indicators related to the use of information and communication technologies (ICTs) in education, building off the work led by UIS as part of the Partnership for Measuring ICT in Development, and;
2. Shared conceptual frameworks to aid in the monitoring and evaluation of ICT and education initiatives (at the input, process and output stages).

Further information:

- [Consultative workshop on ICT and education indicators](#)

Related links:

- [New ICT development index compares 154 countries](#)
- [Seminar on ICT Measurement and Indicators concluded in New Delhi](#)
- [ITU Asia-Pacific Telecommunication / ICT Indicators Report to be released at ITU Telecom Asia 2008](#)
- [Indicators for policy makers](#)
- [Handbook on Monitoring and Evaluation of ICT in Education Projects](#)
- [Viability Confirmed of Performance Indicators for ICT in Education](#)
- [OECD Provides Status and Overview of Official ICT Indicators for China](#)

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A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use

A “Smarter Thailand” with “Smarter People” and a “Smarter Government”- is the main goal of Thailand's second Information and Communication Technology (ICT) Master Plan for 2009-2013, which was drafted by the National Electronic and Computer Technology Centre (Nectec).

ICT literacy as a goal

The plan aims to increase Thailand's ICT readiness to enable the country to become a major competitor in the global market.

One of the objectives is to encourage 50 per cent of the population above 15 years old to be ICT-literate and able to use computers in all areas of their lives.

Human resource development and capacity building will be a major strategy for meeting this target.

“Progress in the use of ICT in education has been very slow and uneven. Its utilisation lacks continuity in terms of government support, budget and

professional development,” said Associate Professor Dr Thanomporn Laohajaratsang, director of Chiang Mai University’s Information Technology Service Centre.

ICT was first introduced to the Thai school system in 1984 when computer courses were included in the mathematics syllabus.

Has ICT made an impact?

Studies show that the achievements of Thai students in core subjects at both primary (*prathom*) and secondary (*mathayom*) schools were below international averages.

The findings prompted several education reforms, with ICT seen as an innovative intervention to help develop a knowledge-based society.

The National Information Technology Policy Framework 2001-2010, the first National ICT Master Plan 2002-2006, and now the second ICT Master Plan, are seen as instruments for providing vision and strategies for the use of learning technologies to improve the quality of education in the country.

But how well do they translate into action on the ground?

According to data from the World Bank, the number of personal computers per 100 people grew from 2.8 per cent in 2000 to 7 per cent in 2006, while the number of internet users per 100 people rose from 3.8 per cent in 2000 to 13.3 per cent in 2006. About 37 per cent of schools were connected to the Internet in 2004.

“All these facilities need long-term investment, but the government does not provide enough funds to meet the needs,” said Dr Pornpun Waitayangkoon, Vice-President of the Institute for the Promotion of Teaching and Technology.

Providing a robust ICT infrastructure, building the capacity of teachers to use ICT in the classroom, and developing materials to support teaching and learning practices requires continuous commitment and support.

In many Thai schools, particularly those in rural areas, computers are inadequate and access to both computers and the Internet is limited.

Knitsara Boonwong, a science teacher at Pattana Prachaupprathum School in Phrae province in northern Thailand, who is also a participant in the “Next Generation of Teachers” project, said many schools only provide access to computers during organised computer classes, of about two hours per week, limiting the opportunity for children to do research for their homework.

“Many rural schools don’t even have telephone connections or access to the Internet,” she said.

There are also concerns about teachers’ computer literacy levels, and the failure to go beyond computer classes in order to integrate ICT into subject areas.

Through UNESCO’s “Next Generation of Teachers” project and the “Intel Teach” programme, teachers have more opportunities to acquire ICT knowledge and skills.

Also, the Ministry of Education’s “Model ICT Schools” project aims to make student-centred learning a reality and the “Cyber University” project intends to

provide more opportunities for distance higher education. To support these efforts, more online teaching and learning resources are being encouraged.

Feedback from educators has raised awareness about slow and uneven progress.

What's next?

“Besides having the basic ICT skills, teachers need to understand what it means by using ICT in the classroom and see the importance of it,” said Ms Thanomporn of Chiang Mai University.

Somnuek Ounphim from Wat Singhsatit Municipal School in Chai Nat province, Thailand, said training to develop teaching aids and materials is seriously inadequate, instructional media is desperately needed, as are the skills needed to develop them.

It remains to be seen if the lessons learned from the past 25 years are enough to ensure that the second ICT Master Plan will deliver a “smarter” Thailand.

Source: *Bangkok Post*

Further information:

- [A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use](#)

Related links:

- [Bangladesh begins initiative to develop its National ICT in Education Master Plan](#)
- [ICT National policies & case studies](#)
- [Developing a national information and communications technology strategy for education in Pakistan](#)
- [India launches a new scheme on ICT in Education, minister says](#)
- [Nepalese delegation visit the ICT team at UNESCO Bangkok](#)
- [Singapore schools go high-tech](#)

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Interactive multimedia tools for youth to help combat HIV and AIDS

In order to respond to the HIV and AIDS pandemic, UNESCO and its partners are developing a series of interactive multimedia tools, conceived as educational computer games.

Aimed at facilitating access to HIV-preventive information for youth, the tools combine education, information and entertainment. They provide scientifically accurate, culturally appropriate and gender specific knowledge on HIV and AIDS.

UNESCO is of the opinion that information and communication technologies (ICT) are the most cost-effective way to create, disseminate and provide access to information and knowledge on HIV and AIDS.

The scientific content for the games, targeting 15-24-year olds, has been developed in cooperation with Heidelberg University Hospital, Germany. It focuses on HIV and AIDS prevention, treatment and cure, with particular attention to the HIV virus life cycle, and challenges for the development of new treatments and antiviral resistance.

Dr Barbara Mueller of the hospital's Department of Virology said "interactive multimedia tools can be used both for teaching and learning purposes at schools and universities".

Two storylines have already been tested in Kiev, the Ukraine involving community groups of 15-21-year olds, during the visualisation sessions organized by the Programme for Appropriate Technology in Health (PATH). According to PATH's Programme Director in the Ukraine Katya Gamazina, "these interactive multimedia tools can help both teachers and parents discuss with children sensitive issues, such as safe behaviour to prevent HIV infection."

Once developed, the computer games, available in English, Russian and Ukrainian languages, will be freely accessible through the Internet to those interested in learning more about HIV and AIDS prevention.

Further information:

- [Interactive multimedia tools for youth to help combat HIV and AIDS](#)

Related links:

- [e-Forum on Teachers and HIV & AIDS: Reviewing achievements, identifying challenges](#)
- [Wealth of resources on sexual health online](#)

- [HIV and AIDS online data hub launched](#)
- [Building knowledge about HIV and AIDS: An interactive course for educators](#)

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UNEP promotes online science in the developing world

When Wilkista Nyaora Moturi decided to study environmental health in her native Kenya, she faced a daunting task: how to get access to current information that was scattered across the country, or in too many cases not in the country at all?

“On my chosen topic of study, there were only a few textbooks published and unfortunately, they were not in this part of the world. Most of the literature available at the university was outdated and of very little help to my studies” she said.

What changed her ability to study more effectively was her discovery of the “Online Access to Research in the Environment” (OARE), which helped her to complete her Master’s degree and made it possible to pursue a doctorate.

“When I decided to take up a PhD, OARE became an indispensable tool. It not only helped me find literature on environmental health, but also allowed me to view how other researchers had structured their projects, allowing me to fine tune my own research plan and apply an appropriate methodology,” she said.

“Moreover, OARE kept me motivated through access to a wealth of information and helped me to remain unbiased in my analysis,” she added.

Launched in 2006 by the United Nations Environment Programme (UNEP), Yale University and 340 publishers and scientific societies, OARE provides access to over 2,500 peer-reviewed journals in over 100 low-income countries.

Achim Steiner, UN Under-Secretary General and UNEP Executive Director, said: “UNEP, by leading this capacity-building initiative, is implementing OARE with one objective in mind: to make access to research in the environment more easily and more effectively accessible to people across the world. It is about sharing knowledge, sharing information in the digital age and about empowering the transformational change so urgently needed to realize a global Green Economy.”

OARE responds to UNEP's goal as a science-based organization to reduce the knowledge gap between industrialized countries and the developing world. And having access to this critical information could not have come sooner. The impact of climate change has clearly become global, hitting the developing countries the hardest. Nine out of every ten disasters recorded are now climate related. This is leading to rising temperatures and more frequent floods, droughts and storms which are affecting millions of people's lives, many of whom are already vulnerable.

"Access to scientific information is at the heart of the process of facing environmental challenges. UNEP trained over 40 researchers and scientists in Sudan last April and has been requested to go back to train other senior researchers in November. It means that the scientific community in developing countries is eager to learn," said Mohamed Atani, UNEP's Technical Officer for OARE.

OARE is part of a larger digital information initiative called Research4Life, a public-private partnership with the World Health Organization (WHO), Food and Agriculture Organization (FAO), Cornell and Yale Universities and over 340 science publishers. Research4Life has launched two other online initiatives since 2002: the Health InterNetwork Access to Research Initiative (HINARI), and; Access to Global Online Research in Agriculture (AGORA), which also provides the developing world with access to over 6,000 journals from leading science publishers.

The number of people using Research4Life is also expanding rapidly. HINARI, which was the first programme to be formed in 2002, has seen registrations rise by 61 per cent since 2006 and researchers at 3,866 not-for-profit institutions in 108 countries now have access to over 6,300 medical and health journals. AGORA, which was established in 2003, has seen registrations increase by 77 per cent and OARE's registered users have jumped by nearly 700 per cent since 2006.

Today, Wilkista heads up the Environment Studies Department at Egerton University, one of Kenya's seven public universities. She continues to use OARE to access information on the latest information that helps improve the lives of the most vulnerable communities in Kenya. Her students also now benefit from free access to OARE. "I guide them to the relevant articles and forward to them materials which I deem relevant to their chosen topic," she said. "In a world of information flow, OARE, HANARI and AGORA make sure those who need it most, have access to it."

Further information:

- [UNEP promotes online science in the developing world](#)

Related links:

- [neoK12 – educational videos and lessons for K-12 school kids](#)
- [UN launches e-Learning initiative in over 160 developing countries](#)

- [Ecological Footprint Calculator](#)
- [How ICT can support Education for Sustainable Development: Current uses and trends](#)

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India announces budget for ICT education

India will invest nine billion Indian rupees (USD\$189 million) on education through information and communication technology (ICT) this fiscal year, Finance Minister Pranab Mukherjee has announced.

Mr Mukherjee added that India can gain an economic advantage if it takes advantage of its young population by providing them with the right education and skills.

The government also allocated 21,130 million Indian rupees (USD\$434 million) to set up the new Indian Institute of Technology (IIT) and National Institute of Technology (NIT).

Another 8,270 million rupees (USD\$170 million) will be used to establish a Central University in states without one.

Special mention was made of the Punjab University at Chandigarh – one of the country's oldest universities – which will get 500 million rupees (USD\$10.2 million) to upgrade its IT infrastructure.

The Indian Council of Forestry Research and Education, Dehradun, was also awarded 1,000 million rupees (USD\$20.4 million) in recognition of its research and education contribution.

The “National Mission on Education through Information and Communication Technology” aims to use ICT to provide “high quality personalised and interactive learning over the Internet for higher education students”.

Author: Kelly Ng, Futuregov

Further information:

- [India announces budget for ICT education](#)

Related links:

- [India to link 18000 colleges under new ICT in Education plan](#)
- [A journey of hope ... A new way of learning through ICT in Education](#)
- [ICT-based distance education in South Asia](#)
- [India launches a new scheme on ICT in Education, minister says](#)

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Programmes and Projects

Fostering culture of non-violence through ICT

One hundred and ten young people from Brasilia and Paraguay, together with 40 volunteer mentors, participated in a half-year pilot project initiated by the Brazilian Institute of Applied Technology and Innovation (ITAI) and UNESCO's offices in Montevideo and São Paulo. The project aims to foster a culture of non-violence among young people by using strategies of capacity-building for social and professional integration.

On 23 May 2009, the closing event of the pilot project "Young People for Non-Violence" took place in the border region of three Latin American countries: Foz de Iguazú (Brazil), Ciudad del Este (Paraguay) and Puerto Iguazú (Argentina).

The immense success of this social and educational initiative was showcased by 70 Brazilians and 40 Paraguayans. To demonstrate their work, the young people presented a book, videos containing interviews with teenagers and other community members, photos, and modern and traditional dances. They celebrated their culture of non-violence in a three-border region, which has one of the highest tolls of violence and drug abuse among teenagers in Latin America.

UNESCO made a vow to support peace, reconciliation and a culture of non-violence in Latin America and other regions. Juan Meré, from the NGO *Iniciativa Latinoamericana*, shared his experiences and outlined the methodology of the project *Clubes*, which addressed young people in three departments of Uruguay between 2006 and 2008.

In the sixth-month period from November 2008 to April 2009, participants of the

“Young People for Non-Violence” project gained valuable knowledge in areas relevant to their social and professional integration through regular weekend workshops on sociology, history, ecology, information and communication technologies (ICT), and multimedia and media literacy. The participants were selected according to their families’ income scale.

The use of ICT proved to be a key motivator of the initiative, with ITAI’s support for community tele-centres and community radios. Young people learned to document interviews, to write and layout reports and to produce audio and video clips.

Günther Cyranek, from UNESCO’s Office in Montevideo said: “The project clearly showed how information technology can be used as a creative, educational and catalytic tool for young people. We are very proud of the outcomes of this initiative. Teamwork, enthusiasm and professional use of ICT helped mobilise creativity of the participants to promote non-violence”.

Both participants and mentors showed high interest, commitment and a strong desire to extend the project. The initiative will, therefore, go ahead fostering a culture of non-violence and helping to reduce the digital divide in favour of social inclusion.

Further information:

- [Fostering culture of non-violence through ICT](#)

Related links:

- [ITAI](#)
- [UNESCO Office in Montevideo](#)
- [Using ICT as a tool to promote peace](#)
- [2nd Educational Grassroots Video Festival for Youth and Children: Support Needed](#)

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Resources

Future of higher education: How technology will shape learning

A report titled “Future of Higher Education: How Technology Will Shape Learning” was published by the Economist Intelligence Unit of *The Economist* in 2008. This publication analyzes the impact of technology on higher education and the job-preparedness of graduates based on a global online executive survey with approximately 300 respondents and 12 interviews from university chief information officers and leaders. The underline questions are “what it will mean to be an educated person in the 21st century?” and how can higher education institutions support and provide the education necessary for students to succeed in a competitive global marketplace? The major findings of this study are:

- Technology has had—and will continue to have—a significant impact on higher education;
- Online learning is gaining a firm foothold in universities around the world;
- Corporate-academic partnerships will form an increasing part of the university experience;
- University respondents view technology as having a largely positive impact on their campuses, and;
- Higher education is responding to globalisation.

The report is relatively short – 27 pages including appendices – and easy to read.

Read the report :

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A model for sustainable student involvement in community open source

A healthy community is the lifeblood of any open source project. Many open source contributors first get involved while they are students, but this is almost always in their own time. Seneca College in Toronto, Canada has developed an approach to sustainable student involvement in open source communities, which has proven to be successful in a course setting.

This paper outlines Seneca's approach and discusses the results that have been obtained. It examines the key factors for successful student integration into open source communities and steps that educational institutions and open source projects can each take to improve student involvement.

Read the full paper:

- [A model for sustainable student involvement in community open source](#)

Related links:

- [Open Educational Resources: Conversations in Cyberspace](#)
- [Why give knowledge away for free? The case for open educational resources](#)
- [UN announces launch of world's first tuition-free, online university](#)
- [Open Training Platform to become a hub for Cyber Network for Learning Languages](#)

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Cyberbullying and responsible digital citizens

As the Internet increasingly becomes a central part of our lives, there are inevitable negative aspects, one of which is “cyberbullying”. By definition, “cyberbullying” refers to the use of the Internet, interactive and digital technologies, or mobile phones by a child, pre-teen or teen to torment, threaten, harass, humiliate, or embarrass another child, pre-teen or teen. The issue is particularly alarming in the developed world, where such technologies are more widely available. In the UK, for instance, a reported 22 per cent of children and young people claim to have been the target of cyberbullying making this one of the most important new areas of behaviour to understand, and to equip schools, carers and young people with the ability to respond to the practice.

In a move to address the problem, in 2007 Childnet International and the British Department for Children, School and Families launched the “Digizen” web project. Catered specifically to young and teenage Internet users, Digizen is an educational website containing resources and guidance on cyberbullying and online social networking safety. The site comes with three main sections, namely social networking, DigiCentral and cyberbullying.

The social networking section is designed to investigate how social networking services can, and are being used to support personalised formal and informal learning by young people in schools and colleges. The section also highlights the barriers and risks that can potentially be caused by the use of social networking services, as well as ways to manage them. Meanwhile, the DigiCentral section provides an interactive platform for visitors to express their voice, values, and wishes as responsible “digizens” or digital citizens, via the creation and sharing of personal widgets.

Last but not least, the cyberbullying section outlines the major areas of advice, namely: understanding; preventing, and; responding to cyberbullying. This section also provides links to current resources, including a short award-winning movie and a drama on cyberbullying. Based on real life cases, the movie and drama aim to make young people aware of the pain and hurt caused by cyberbullying. A lesson plan and teachers’ guide for the two videos are also available for teachers who wish to talk about cyberbullying in class.

Another important part of the cyberbullying section is the cyberbullying interactive feature. An effective follow-up on the two cyberbullying videos, this allows teachers to personalize and reinforce the learning from the films. Using technology the children are using, the cyberbullying interactive feature allows children to log on to a computer and create their own character that goes into the same school where cyberbullying has taken place. Pupils have the opportunity to experience a day at school with the main character, Joe, and make decisions about how to help someone who is being cyberbullied. In the course of this they will find out how responsible a digital citizen they are. They will also find out about keeping safe online.

Further information:

- [Digizen](#)

Related links:

- [Everyone must help eliminate cyber hatred, says UN Secretary-General](#)
- [Internet safety technical task force releases final report on enhancing child safety and online technologies](#)
- [ITU launches initiative to protect children online](#)
- [Keeping students safe online](#)

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Revise your knowledge on ICT

ReviseICT.co.uk is a website aimed at helping school students in the UK with their examinations in ICT. Although the intended targets are students in the UK, the website is also useful for anyone who wants to learn more about ICT and develop their skills.

The methods of learning vary, from games and quizzes to test knowledge, easy to make interactive ICT diagrams to summarise knowledge, downloadable booklets and word documents for learning concepts, to online tutorials on how to use basic and advanced software.

From the website, users can learn how to use Microsoft Office (Word, Excel, PowerPoint, Access and Publisher), as well as Moodle, Macromedia flash, Dreamweaver, Fireworks, as well as how to develop websites.

Users should bear in mind that that the website is for ICT knowledge and skills development rather than pedagogy-ICT integration. Nevertheless, ReviseICT.co.uk is a very useful website.

Further information:

- [ReviseICT](#)

Related links:

- [Online portal for the exchange of information on technical and vocational education and training](#)
- [The employability of university IT graduates](#)
- [Computer curriculum in elementary schools](#)
- [Reducing the digital divide through innovative after-school programmes](#)

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69 learning adventures in six galaxies

Written by Zaid Ali Alsagoff, “69 Learning Adventures in 6 Galaxies” is a selection of well researched articles on e-learning, previously posted on the author’s blog, ZaidLearn. A very comical author, Zaid’s articles are extremely easy and fun to read. To make it convenient for readers, he creatively grouped all of the articles under six different learning “galaxies”, namely learning, teaching, stories, free e-learning tools, free learning content, and free edugames.

As the title suggests, the learning galaxy offers tips to rapid learning and learning design, whereas the second galaxy, teaching, points the reader to teaching critical thinking and effective teaching methods. Probably the most interesting among all the galaxies, the story galaxy presents narratives on the lives of famous people such as Warren Buffet and Thomas Friedman, and interesting information on e-learning sites such as Google Labs. On the other hand, the last three galaxies, free e-learning tools, free learning content, and free edugames is teemed with links to the best resources on the three subjects.

Further information:

- [69 learning adventures in six galaxies](#)

Related links:

- [ZaidLearn](#)
- [Top 10 web 2.0 tools for young learners](#)
- [E-learning for kids](#)
- [UNESCO-SALIS e-learning portal for awareness raising on information literacy for Southern Asia](#)
- [MathWorld - an online mathematics reference work](#)

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