

Announcement

News on ICT in Education

Highlight

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

UNESCO and 32 partner institutions launched the World Digital Library, a website that features unique cultural materials from libraries and archives from around the world.

News & Events

Developing ICT curriculum for the next generation of teachers

An experts meeting was held 21-22 April 2009 at the UNESCO office in Bangkok to design training workshops for teacher training institutions (TEIs). The training workshops will assist TEIs in developing and adapting their ICT curriculum for pre-service teachers to incorporate ICT in their teaching and learning practices.

Open Training Platform to become a hub for Cyber Network for Learning Languages

Experts propose to expand the existing language section of the UNESCO Open Training Platform (OTP) to become a hub of resources on language learning, with a particular emphasis on the resources on endangered and minority languages.

e-Forum on Teachers and HIV & AIDS: Reviewing achievements, identifying challenges

UNESCO's International Institute for Educational Planning (IIEP) and the UNAIDS Inter-Agency Task Team (IATT) on Education are organizing an e-Forum on "Teachers and HIV & AIDS: Reviewing achievements, identifying challenges" from 18 to 29 May 2009

YouTube's education portal well received in Hong Kong

YouTube's launch of a global education portal has been greeted with enthusiasm by educators in Hong Kong, who now have access to videos of lectures, seminars and conferences from more than 100 schools – but so far, only from English-speaking countries in the West.

Australian students win award for an innovative educational tool

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International Symposium on ICT in Education

European Schoolnet and partners are organising an international symposium for all education networks active in the field of ICT in education. This event will take place on 11-12 June 2009 in Rome, Italy.

Programmes & Projects

New electronic device brings history to life

Would you be surprised if an electronic guide, a small device the size of a palm, could relate the history of monuments and architectural sites?

Resources

Using digital technologies to promote inclusive practices in education

The purpose of this handbook is to provide educators with guidance on using digital technologies to promote inclusive practices in schools and colleges.

New UNESCO-supported publication maps media education policies

The publication offers a comprehensive approach to media education, considering it from three inter-related dimensions: its national, regional and global contexts; its value to citizens and civic participation; and the crucial role of collaboration among governments, civil society and the private sector in the process.

Re-organizing universities for the information age

This paper discusses the transformation of organisational structures to prepare universities for the information age.

Digital Research Tools Wiki

As digital information proliferates, researchers need tools to find, organize, manipulate, analyze, and share it. But how do you keep up with the hundreds of tools that can help you to be more efficient and innovative and find the ones best for you?

Top 10 web 2.0 tools for young learners

This annotated list highlights ten powerful technology tools "to help inspire young students and empower under-funded teachers".

Highlight

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

UNESCO and 32 partner institutions launched the World Digital Library, a website that features unique cultural materials from libraries and archives from around the world. The site – located at www.wdl.org – includes manuscripts, maps, rare books, films, sound recordings, prints and photographs. It provides unrestricted public access, free of charge, to the material.

The launch took place in April at UNESCO's headquarters in Paris at an event co-hosted by UNESCO Director-General Koïchiro Matsuura and U.S. Librarian of Congress James H. Billington. Directors of the partner institutions were on hand to present the project to ambassadors, ministers, delegates and special guests attending the semi-annual meeting of UNESCO's Executive Board.

Mr Billington first proposed the creation of a World Digital Library (WDL) to UNESCO in 2005. He said that such a project could "have the salutary effect of bringing people together by celebrating the depth and uniqueness of different cultures in a single global undertaking". Mr Matsuura welcomed the proposal as a "great initiative that will help to bridge the knowledge divide, promote mutual understanding, and foster cultural and linguistic diversity". In addition to promoting international understanding, the project aims to expand the volume and variety of cultural content on the Internet, provide resources for educators, scholars and general audiences, and narrow the digital divide within and between countries by building capacity in partner countries.

The WDL functions in seven languages – Arabic, Chinese, English, French, Portuguese, Russian and Spanish – and includes content in more than forty languages. Browse and search features facilitate cross-cultural and cross-temporal exploration on the site. Descriptions of each item and videos, with expert curators speaking about selected items, provide context for users, and are intended to spark curiosity and encourage both students and the general public to learn more about the cultural heritage of all countries.

The WDL was developed by a team at the Library of Congress. Technical assistance was provided by the Bibliotheca Alexandrina of Alexandria, Egypt. Institutions contributing to the WDL include national libraries, and cultural and educational institutions in Brazil, China, Egypt, France, Iraq, Israel, Japan, Mali, Mexico, Morocco, the Netherlands, Qatar, the Russian Federation, Saudi Arabia, Serbia, Slovakia, South Africa, Sweden, Uganda, the United Kingdom and the United States.

“UNESCO welcomes the creation of the World Digital Library which reflects the values and priorities of our organization,” Mr Matsuura declared at the opening ceremony. “WDL offers an invaluable platform for the free flow of information, for international solidarity, for the celebration of cultural diversity and for the building of inclusive knowledge societies. With projects like the Digital Library, the cultural and societal potential of digital technologies come into their own.”

“We are honoured to be working with so many great libraries in this venture,” said Mr Billington, “and thankful for the strong support that UNESCO has given to this project. What we launched today is a first step. We look forward to seeing this project realize its ambition to bring people together, deepen our understanding of each other and help electronically oriented young people enjoy what is best in traditional culture, using the new media.”

Her Highness Sheikha Mozah Bint Nasser Al-Missned, UNESCO Special Envoy for Basic and Higher Education and Chairperson of Qatar Foundation, congratulated UNESCO and the partner institutions on the launch of the WDL and stated that: “Qatar is very proud to be a founding member of this remarkable international collaboration”. Her Highness noted that “universal education is the key to international understanding”, and “this endeavour will do much to develop the appreciation of other cultures and nations”.

The National Library of China (NLC) contributed manuscripts, maps, books, and rubbings of steles and oracle bones that span the range of Chinese history from ancient to modern times. “The World Digital Library project offers a brand-new platform for showcasing the diversity of the world's civilizations,” said Dr Furui Zhan, Chief Librarian of the NLC. “This endeavour enables cultural exchange while bringing together different countries and peoples in mutual understanding and enrichment. The spirit of equality and open understanding comes into full view with the creation of this World Digital Library. The National Library of China is ready to work in close cooperation with the World Digital Library, continuing to promote in concert the prosperity and progress of all human civilizations.”

Examples of other treasures featured include Arabic scientific manuscripts from the National Library and Archives of Egypt; early photographs of Latin America from the National Library of Brazil; the *Hyakumanto darani*, a publication from the year 764 from the National Diet Library of Japan; the famous 13th century “Devil’s

Bible” from the National Library of Sweden; and works of Arabic, Persian and Turkish calligraphy from the collections of the U.S. Library of Congress.

Ahead of the launch, Mr Matsuura invited UNESCO Member States to encourage their cultural institutions to participate in the development of the project. He noted that their participation would contribute to a truly universal digital library that showcases the cultural heritage and achievements of all countries. Mr Matsuura also highlighted the synergies between this initiative and UNESCO’s Memory of the World Programme, noting that the WDL should help provide public access to digital versions of collections on the Memory of the World register.

One of UNESCO’s main mandates is to promote the free flow of all forms of knowledge in education, science, culture and communication. The Organization therefore promotes education, research and exchanges through the improved and increased availability of content on the Internet. To this end, it collaborates with a number of partners on the creation of digital and other repositories.

Further information:

- [World Digital Library](#)

Related links:

- [Interviews with UNESCO officials about WDL \(videos in English, French, Spanish and Arabic\)](#)
- [UNESCO News Service](#)
- [Creating digital libraries with UNESCO open source software](#)
- [UNESCO and information processing](#)
- [Using document management software in education](#)
- [UNESCO publishes a book on Open Access to Knowledge in South Asia](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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News and Events

Developing ICT curriculum for the next generation of teachers

“Noisy yet jovial, serious yet interesting” is one way to describe a meeting of 18 experts held at UNESCO Bangkok on April 21-22, 2009. The participants representing universities, intergovernmental organizations, non-governmental organizations and the private sector were invited by UNESCO to design training workshops for teacher training institutions (TEIs). The training workshops will assist TEIS in developing and adapting their ICT curriculum for pre-service teachers to incorporate ICT in their teaching and learning practices.

The intensive two-day meeting provided a rich and insightful exchange of knowledge and experiences from the experts. One outcome of the meeting was a draft framework that captures the key elements of curriculum development including pedagogy, professional skills, technology and values.

The framework, when finalized, will enable the development of training workshops at the regional and national levels, facilitating the adaptation to meet the local situation and needs. More information about the framework and training workshops will be forthcoming.

The experts’ meeting and training workshops are part of activities under UNESCO’s Next Generation of Teachers Project, which is supported by the Japanese Funds-in-Trust, to build institutional capacity in the Asia-Pacific region. For more information on the Next Generation Teachers’ Project, access:

www.unescobkk.org/education/ict/ict-in-education-projects/training-of-teachers/next-generation-of-teachers-project

Further information:

- [Next Generation of Teachers \(Next Gen\) Project](#)

Related links:

- [Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching](#)
- [Innovative teachers learn about integrating Education for Sustainable Development into teaching and learning through ICT](#)
- [Workshop on developing teachers' skills in integrating ICT into teaching to be held in Brunei](#)
- [Deans of Education meet in Perth to strengthen partnerships between teacher education institutions](#)
- [Computer curriculum in elementary schools](#)

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Open Training Platform to become a hub for Cyber Network for Learning Languages

A group of experts invited by UNESCO and the Chinese National Commission met last month in Beijing to discuss the feasibility of establishing a Cyber Network for Learning Languages (CNLL).

The CNLL is a proposal that was introduced by China to UNESCO's Executive Board in its 180th session in September-October 2008. It is aimed at advancing the learning of all languages by establishing an online platform or a "network of networks" under the auspices of UNESCO. It also aims at giving wider and more affordable access to language learning resources worldwide.

The experts concluded that the existing Language section of the UNESCO Open Training Platform (OTP) can be expanded to become a hub of resources on language learning, with a particular emphasis on the resources on endangered and minority languages. Five options for the expansion of the OTP, ranging from the least resourced to the fully resourced ones, were proposed. The feasibility study exploring those five options and making a recommendation on the most cost effective solution will be presented to the executive board in October 2009.

The promotion of languages and multilingualism lie at the very core of UNESCO's mission and objectives. In this context, the learning of languages is a crucial dimension, for which facilitating the development of open learning resources is an important avenue.

The Final Report of the Beijing meeting is available in PDF format below.

Further information:

- [CNLL Final Report.pdf](#)

Related links:

- [Open Training Platform](#)

- [Open Training Platform to become a hub for Cyber Network for Learning Languages](#)
- [Expert meeting on Cyber Network for Learning Languages](#)
- [Securing a place for a language in cyberspace](#)
- [New edition of UNESCO Atlas of the World's Languages in Danger](#)

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e-Forum on Teachers and HIV & AIDS: Reviewing achievements, identifying challenges

UNESCO's International Institute for Educational Planning (IIEP) and the UNAIDS Inter-Agency Task Team (IATT) on Education are organizing an e-Forum on "Teachers and HIV & AIDS: Reviewing achievements, identifying challenges" from 18 to 29 May 2009.

This Forum aims to promote the exchange of views and experiences on the contribution of teachers to HIV prevention and mitigation efforts, and the impact of the epidemic on teachers.

The outcomes of the Forum will also directly feed into the Spring meeting of the UNAIDS IATT on Education, hosted by Irish Aid in Limerick, Ireland in June 2009, which has "Teachers and HIV & AIDS: Reviewing achievements, identifying challenges" as its symposium theme. A report on the outcomes of the discussion will also be available more widely on the IIEP's HIV and AIDS Education Clearinghouse, following the Forum.

The organizers are inviting a wide range of stakeholders to join the Forum, including educational planners, policy-makers, representatives of teachers' unions, members of HIV-positive teacher networks, teachers and other education sector staff, civil society stakeholders, donors, UNAIDS co-sponsors and other multilateral agencies and colleagues who work on HIV and AIDS responses in other sectors.

To join the Forum, please send an e-mail message to:

hiv-aids-clearinghouse@iiep.unesco.org, stating your name, title, organization and nationality. We will then send you detailed instructions on how to access the

Forum and to contribute to the discussion.

Please note that you can sign up any time prior to, or during the Forum but the Forum will be active only from 18 May.

The Forum will invite discussion on four interrelated sub-topics:

1. Involving teachers in HIV prevention – policy and management implications;
2. Coverage and content of pre-and in-service training for teachers;
3. The role of teachers in child protection and promotion of safe and healthy school environments;
4. Supportive and enabling environments for teachers affected by HIV and AIDS.

All four sub-topics will be accessible over the course of the E-Forum.

The Forum will be animated by e-moderators (IIEP and UNAIDS IATT Secretariat staff), with daily syntheses of Forum discussions and commentary to guide further discussion on these issues.

Further information:

- [e-Forum on Teachers and HIV & AIDS: Reviewing achievements, identifying challenges](#)

Related links:

- [HIV Coordination, Adolescent Reproductive and School Health Unit](#)
- [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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YouTube's education portal well received in Hong Kong

YouTube's launch of a global education portal has been greeted with enthusiasm by educators in Hong Kong, which now have access to videos of lectures, seminars and conferences from more than 100 schools – but so far only from English-speaking countries in the West.

The popular video-sharing site launched YouTube Edu in March. The site features content from schools ranging from Kettering College in the UK to Harvard Business School in the U.S., which have set up official channels on the site – universities are not permitted to upload videos in the same manner as regular YouTube users.

“This is globalisation bringing education to students across the world,” said Dr Wilton Fok, a senior teaching consultant at the University of Hong Kong (HKU). “It is a good move; shortening the distance between countries and bringing quality lectures to emerging and developed nations.”

Rather than being a threat to regular lectures, online platforms like YouTube Edu and AcademicEarth.org will “enhance teaching content” and help students learn faster, said Dr Fok.

The most popular universities on the service so far are all US universities: the Massachusetts Institute of Technology (MIT) with 26,150 subscribers, the University of California, Berkeley (24,997) and Stanford University (18,378).

Meanwhile, HKU will be taking a team of teachers and students to Sichuan, the earthquake-wrecked province in China, in July this year to help reconstruct two schools and install e-learning facilities, such as laboratories, multimedia classrooms and renewable energy systems.

The facilities will enable an e-learning infrastructure that can provide educational support to Sichuan through the on-line distance learning system.

Author: Alice Kok, Futuregov

Further information:

- [YouTube Edu](#)

Related links:

- [YouTube's education portal well received in Hong Kong](#)
- [Futuregov](#)
- [The Use of Film to Support Classroom Literacy Learning](#)
- [Malaysian teens reveal their lives and concerns through one-minute videos](#)

- [Living and learning with new media: Summary of findings from the Digital Youth Project](#)
- [Animoto for Education](#)
- [The Education Clip Library](#)
- [Digital video technology in education](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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Australian students win award for an innovative educational tool

An interactive learning tool developed by University of Queensland (UQ) multimedia design students has received first place in the student category of the prestigious Australian Computer Society (ACS) Queensland ICT Awards.

Team members Lilys Thamrin, Diem Phuong, Hoomie Hung, Melody Co and Zunnarain Zaini won the Student Project Award for their iMage table, an innovative educational tool for prep-school children.

Constructed using a child's table, the iMage table's surface comes to life with colourful animations and sounds when a plastic number or letter is placed over one of the sensors located beneath the table surface.

Group member Lilys Thamrin, who completed a Master of Interaction Design in 2008, said the iMage table was designed for children to learn independently in their own time and at their own pace.

"It's an educational tool which facilitates visual and auditory recognition of letters and numbers, including the simulation of adding two numbers," Ms Thamrin said.

"The concept merges the physical and digital worlds by having real plastic numbers and letters that children can easily recognise and then turning these into graphical animation triggers on a table surface.

"The project explores ways in which children interact with technology and how it can be used to supplement their basic literacy and numeracy skills by repetitive play."

The ACS ICT Student Project Award recognises student projects undertaken at Queensland secondary or tertiary education institutions and emphasises practical demonstrations of ICT skills and applications.

Interaction Design lecturer in UQ's School of Information Technology and Electrical Engineering, Dr Stephen Viller said the group successfully applied interaction design methods to a real-world setting.

"The team conducted a wide range of tests and user research, focusing on how the iMage table would actually be used in prep-school classrooms to ensure the final product met the usability requirements of both teachers and students," said Dr Viller.

Judged by a panel of industry, government and academic experts, the iMage table competed with 10 other student innovations to claim the top prize.

School IT and Multimedia Programmes First Year Coordinator Dr Kathy Egea said the awards played a crucial role in giving students a start in the ICT industry.

"It's important to get student projects out into the industry, and winning this award gives these students the external validation and encouragement they need to succeed as ICT professionals," said Dr Egea.

Further information:

- [UQ Multimedia Design win easy as ABC](#)

Related links:

- [University of Queensland, Australia](#)
- [ICT in Education Innovative Practices project](#)
- [A journey of hope ... A new way of learning through ICT in Education](#)
- [Chinese and Egyptian laureates receives UNESCO prize for the use of ICT in Education](#)
- [Outstanding ICT initiatives of the year shortlist announced](#)

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International Symposium on ICT in Education

European Schoolnet (EUN), the network of 31 ministries of education in Europe, the Consortium for School Networking (CoSN), USA and Education.au, the Australian national agency for ICT in education are organising the first international symposium of all education networks active in the field of ICT in education. This event will take place on 11-12 June 2009 in Rome, Italy.

The aims of the symposium are:

- To encourage high-level networking within the global ICT in education community;
- To improve information-sharing and cooperation between international education networks;
- To reflect on the nature of 21st century learning and analyse the role of international education networks vis-à-vis decision makers in the field.

The emphasis will be networking on shared global issues as well as developing peer-learning mechanisms between all networks, taking into account the diversity of educational environments at the national level.

This symposium is reserved for high-level decision makers in international networks active in the field of ICT in education. Each network can recommend a maximum of five participants to attend the event. Only 120 participants worldwide will be accommodated.

More information: paul.gerhard@eun.org

Further information:

- [International Symposium](#)

Related links:

- [European Schoolnet](#)

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Programmes & Projects

New electronic device brings history to life

“The man makes [a] journey through time every day. Travel to the past is our memory. And travel to the future is our dream,” said Anonymous. My life is constantly in movement. The person is arranged in such a manner that he/she learns about the world through communication, studying different sciences, mastering new trades and acquiring various skills. When I visit a new, unfamiliar place I always communicate with people. I get information directly from them.

But what about that ancient residence in the city centre? Every time I pass by, I muse about its history and its destiny. Over and over again I regret that there is no person to explain the mysteries of its bygone days or reveal its stone “soul” now cloaked with the centuries-old dust of history.

Would you be surprised if an electronic guide, a small device the size of a palm, could relate the history of monuments and architectural sites? This sounds too good to be true. But UNESCO Tashkent has initiated a project to make this application a reality. UNESCO specialists have developed an electronic database of historical cities inscribed on the World Heritage List.

Bukhara was chosen as the pilot city in Uzbekistan. A detailed assessment of the condition of residential buildings in the historic Shakhristan quarter of the city was undertaken. Data was combined with a geographic information system (GIS) to produce 26 thematic maps for use as navigator aids. These maps illustrate social aspects, building conditions and areas of historical interest through the use of plans and pictures.

GIS technology integrates, stores, edits, analyses, shares and displays geographic information. Its applications allow users to query, search and analyze spatial information and edit data and maps. “These databases could be the real assistant, not only for experts but also for every citizen in the future,” said Anna Paolini, head of UNESCO Tashkent.

“Having seen that somebody can stand near to a historic site and read something from a small device in their hand, you will understand that the future is already here,” she said. The project will enhance the protection of world cultural and natural heritage sites by empowering local government officials and faculties of conservation at universities. It will also improve local communities’ management skills, help the implementation of extensive documentation and situation assessments and help enforce World Heritage conventions.

Bakhtiyor Khalikulov, UNESCO Tashkent

Contact: b.khalikulov@unesco.org

Further information:

- [UNESCO Tashkent](#)

Related links:

- [Regional Unit for Culture in Asia and the Pacific](#)
- [Visit the Virtual Forbidden City](#)
- [Travel back to Ancient Rome with Google Earth](#)

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Resources

Using digital technologies to promote inclusive practices in education

In April 2008, Becta commissioned Futurelab to collect insights and guidance from exploration of current inclusive practices in primary, secondary and further education (FE) sectors. Teacher case studies, desk research and expert interviews inform the main corpus of the handbook.

The purpose of the handbook is to provide educators with guidance on using digital technologies to promote inclusive practices in schools and colleges. In so doing, the handbook addresses key educational agendas such as personalization as reflected in the Gilbert Review, the FE White Paper, Every Child Matters, Extended Schools and the Children's Plan.

Case studies have been chosen to illustrate the potential impact digital technologies can make by widening access to learning and making possible new approaches to learning. Although the case studies provided are from different sectors, we encourage users to explore the methods and activities used in each, as these may offer new perspectives that the user may wish to consider in their own context.

The main aims of this report are:

- to summarise the evidence from research, policy and practice for the promotion of inclusive practices in schools and the FE sector;

- to highlight current inclusive practice and the role digital technologies can play in supporting learners;
- to provide useful guidance on developing inclusive activities;
- to provide a directory of resources to promote inclusive practices across education sectors.

The audience for this report is likely to include headteachers, college principals, local authority lead practitioners and teachers.

Further information:

- [Using digital technologies to promote inclusive practices in education](#)

Related links:

- [Inclusive Education - UNESCO Bangkok](#)
- [Futurelab](#)
- [Becta](#)

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New UNESCO-supported publication maps media education policies

UNESCO joined the UN Alliance of Civilizations to produce - in partnership with the European Commission and Grupo Comunicar - a comprehensive publication mapping media education policies in the world: visions, programmes and challenges.

According to Abdul Waheed Khan, UNESCO's Assistant Director-General for Communication and Information, "this publication comes at an important juncture when media education is increasingly recognized as an important item on the development and policy agendas in developed, developing and emerging economies".

Mapping Media Education Policies in the World offers a comprehensive approach to media education, considering it from three inter-related dimensions: its national, regional and global contexts; its value to citizens and civic participation; and the crucial role of collaboration among governments, civil society and the private sector in the process.

UNESCO expects that the information contained in this collection will inspire readers to take action that is informed by expert knowledge. Each reader can be a catalyst for change, and purpose-driven media education programmes can aid this change.

Marc Scheuer, Director of the UN Alliance of Civilizations, believes that the goal of the publication is “to generate a trusted source of reference for policy makers, researchers and educators looking for information on best practices that will encourage the implementation of media education programs in their respective countries and regions”.

Download the publication:

- [Mapping media education policies in the world: visions, programmes and challenges](#)

Related links:

- [UNESCO Bangkok CI programme](#)
- [The code of best practices in fair use for media literacy education](#)
- [Living and learning with new media: Summary of findings from the Digital Youth Project](#)

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Re-organizing universities for the information age

University education is still generally conducted within pre-Industrial Age organizational structures. As a result of their inability to evolve the predominant

cohort-based classroom structure to more cost-effectively meet the aspirations of burgeoning worldwide populations for higher education, universities may see substantial organizational changes imposed on them over the next decades by external forces. Emergent forms of university organizational structures are examined in this paper that may affect this necessary transformation.

Read the full paper:

- [Re-organizing Universities for the Information Age](#)

Related links:

- [2009 Horizon Report profiles six key emerging technologies for higher education](#)
- [India to link 18000 colleges under new ICT in Education plan](#)
- [Great expectations of ICT: How higher education institutions are measuring up](#)
- [United Nations University launches OpenCourseWare Portal](#)

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Digital Research Tools Wiki

As digital information proliferates, researchers need tools to find, organize, manipulate, analyze, and share information. But how do researchers keep up with the hundreds of tools that can help users to be more efficient and innovative and find the ones best?

Digital Research Tools (DiRT) brings together snapshot reviews of software that can help researchers - professors, students, think-tankers, teachers, librarians, corporate intelligence gatherers, and other inquisitive folks - do their work better:

“We do our best to keep our reviews clear and straightforward rather than full of jargon. We also group tools into categories so that researchers can identify relevant ones more easily. We cover a range of software, including tools, to help you manage and share your bookmarks, create bibliographies, analyze and visualize texts, brainstorm, collaborate, collect data, etc. Although we generally prefer tools that

are free (open source is even better), we also cover software that comes with a price tag (if seems to be worth the money)".

Further information:

- [Digital Research Tools Wiki](#)

Related links:

- [Education for a digital world](#)
- [Research Channel offers new ways to watch, share cutting-edge research](#)
- [Toolkit: Disseminating research online](#)
- [How useful is online social networking in Education?](#)
- [ICT integration in pre-service teacher training through action research, e-learning and electronic portfolio](#)

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Top 10 web 2.0 tools for young learners

This annotated list highlights ten powerful technology tools “to help inspire young students and empower under-funded teachers”.

Read the full article:

- [Top 10 Web 2.0 Tools for Young Learners](#)

Related links:

- [The future of online learning: Ten years on](#)

- [Universities turning to Web 2.0 tools to deliver academic content](#)
- [Using Web 2.0 tools in everyday teaching and learning](#)
- [User-created content: implications for policy](#)
- [Best practices in the use of Web 2.0 technologies for learning](#)
- [Recommendations for blogging in higher education](#)
- [Moving away from "one for all" learning to "one for me" Personalised Learning Environments](#)

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