

Announcement

News on ICT in Education

Highlight

Educational challenges for the globalized 21st century – UNESCO Bangkok Director addresses Asia Education Leaders Forum

Recognizing that the diversity of Asia-Pacific countries means equally diverse challenges, Director of UNESCO Bangkok Gwang-jo Kim emphasized at the forum the need for all countries to achieve universal literacy and sound lifelong learning systems.

News & Events

Next Gen empowers teacher education institutions

A series of workshops have been organized by UNESCO Bangkok to increase the capacity of teacher education institutions (TEIs) in the Asia-Pacific region to give TEI graduates better training.

UN helps Asia-Pacific countries expand access to communications technology for development

Bangkok workshops help governments strengthen Information Communications Technology (ICT) policies throughout the region.

Toolkit for academics on Open Educational Resources released

In October 2009, the UNESCO OER Toolkit was released as a resource for academics and institutions -with a special focus on developing countries - who are interested in participating in open education projects.

Network to connect 4000 education institutes in Asia

A third generation information highway known as the Trans-Eurasia Information Network (TEIN3) has been launched to connect more than 4000 research and education organizations in the Asia-Pacific region, enabling large volumes of data to be shared.

eASiA 2009 Conference on ICT for development

The Conference will be held 2-4 December 2009, at the Bandaranaike Memorial International Conference Hall, Colombo, Sri Lanka.

Programmes & Projects

The liberation of textbooks

Open textbooks, available free online, open up new possibilities for both teachers and students.

Resources

Empowering persons with disabilities through ICTs

This brief publication outlines how ICTs improve the quality of life of persons with disabilities by providing access to information and knowledge, new employment and socialization opportunities.

Gender, subject and degree differences in university students' access, use and attitudes toward Information and Communication Technology

This study reports the findings of a questionnaire survey conducted to examine the gender, subject and degree differences in access, use and attitudes toward ICT from research carried out among 625 students at the University of the Punjab, Lahore, Pakistan.

Video use in higher education

This paper reviews video use trends in general; presents the results of the findings of a study about video use in higher education; and describes possible solutions to the needs identified in the research.

Freereading

Launched in 2007, Freereading is US-based open sourced, free reading intervention programme targeting grades K-3.

OpenEd at Creative Commons

OpenEd is an online avenue which helps to disseminate open education resources (OER) and promote understanding of issues and aspirations related to open education.

Educational challenges for the globalized 21st century – UNESCO Bangkok Director addresses Asia Education Leaders Forum

Recognizing that the diversity of Asia-Pacific countries means equally diverse challenges, Director of UNESCO Bangkok Gwang-jo Kim emphasized the need for all countries to achieve universal literacy and sound lifelong learning systems. For countries to successfully meet the challenges of the 21st century, it is imperative that education systems begin with early childhood and continue throughout life, he said.

Mr. Kim discussed a number of activities that the UNESCO Asia-Pacific Regional Bureau for Education supports in order to expand quality education in the region. At the governmental level, these include support to education policy analysis, planning, management, monitoring and evaluation. At the implementation level, these activities include the production of teaching resources, training, and integration of ICT into schools.

Mr. Kim also underscored the need for Asian education leaders to give special attention to equity in, and access to education as it relates to girls and women, minority groups, and the disadvantaged - including those who may face either economic or physical challenges.

Finally, Asian leaders were urged to enhance their cooperation through technical assistance, the sharing of best practices, and the expansion of their delivery mechanisms.

The 2009 Asia Education Leaders Forum, “Embracing Education in the 21st Century with Innovation and Know-How,” is being held in conjunction with the World Association of Publishers, Manufacturers, and Distributors of Education Material (Word DIDAC) from 28-30 October at the Queen Sirikit National Convention Centre.

Further details about UNESCO’s work in the Asia-Pacific region can be found by accessing the programme tabs on the following website:

Further information:

- [Educational Challenges for the Globalized 21st Century – Director addresses Asia Education Leaders Forum](#)

Related links:

- [UNESCO Bangkok official supporter of Worlddidac Asia 2009](#)
- [Revolutionizing higher education](#)
- [Putting technology in the service of global development](#)
- [The Director-General opens the UNESCO Future Forum on Knowledge Acquisition and Sharing](#)

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

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Next Gen empowers teacher education institutions

A series of workshops have been organized by UNESCO Bangkok to increase the capacity of teacher education institutions (TEIs) in the Asia-Pacific region to give TEI graduates better training.

The mission is crystal clear.

The Next Generation of Teachers' Project, or Next Gen, wants to increase the capacity of TEIs in the Asia-Pacific region to better prepare its graduates: the next generation of teachers and educators. This is already being done by:

- a) Enhancing the leadership in TEIs through the Deans' Forum;
- b) Updating the skills of teacher educators through the ICT-pedagogy integration workshops; and
- c) Catalyzing curriculum reform in pre-service teacher education through curriculum development workshops.

Next Gen Phase 2

After a brief period of transition, the project's second phase of implementation kicked off with the **4th Deans Forum** in Bangkok, Thailand in June 2009. The network of Next Gen TEIs expanded with a record attendance of 51 participants, representing 43 TEIs from 14 countries, at the Asia-Pacific forum. Two forum highlights were the commitment of the Deans to organize local initiatives to promote ICT in teacher education and UNESCO Bangkok's announcement to deliver a series of curriculum development workshops between 2009-2011.

Curriculum Development Invades Mongolia

The **First Curriculum Development Workshop** was held in the Mongolian capital Ulaanbaatar, between 31 August-04 September 2009. Twenty-one participants from three universities (Mongolian State University of Education, Mongolian National University and Mongolian University of Science and Technology) worked intensively for five days. They mapped out their country's curriculum development needs and staged hands-on exercises to develop new initiatives integrating ICT. One week is usually not enough time to reform a curriculum, but Mongolia managed to identify its next generation of curriculum teachers and curriculum developers within this short time frame.

Digital Bangladesh 2021

There is no better time to promote ICT in Bangladesh than now. The government is giving its full support to all initiatives that can help realize its national goal – attain Digital Bangladesh in 2021. Presently, UNESCO Bangkok is involved in formulating the ICT in Education Master Plan for Bangladesh. There is also a plan to showcase model primary and secondary schools equipped with the right number of equipment and with properly trained teaching/support personnel. More recently, (between 12-15 October 2009) Next Gen delivered a **National Training Workshop for Teacher Educators and Master Teachers on ICT-Pedagogy Integration**, in Dhaka. The key to

this workshop was the selection of participants who can train other teachers. Feedback from participants at the end of the workshop was very complimentary.

Philippines Set a Good Example to Other Next Gen TEIs

Typhoon or no typhoon – five Next Gen TEIs from the Philippines (University of the Philippines, De La Salle University, Mariano Marcos State University, Cebu Normal University and University of the East) organized the **First Philippine Conference on ICT in Teacher Education** between 26-30 October 2009. The event was conceived when the main organizers met during the 4th Deans' Forum and four months later, they were able to demonstrate their commitment to Next Gen. With more than 140 participants in attendance, the organizers are keen to make this an annual event, with the added support of UNESCO and Next Gen.

Next Gen Workshops pending

The next Curriculum Development Workshop will be held in Phnom Penh, Cambodia on 14-18 December 2009. The University of Sains Malaysia is also hosting a three-day ICT-Pedagogy Integration Workshops for Teachers in Penang, Malaysia between 14-16 January 2010, and the 5th Deans' Forum is scheduled, subject to talks, to take place in China. For updates, please visit: www.unescobkk.org/education/ict/teachertraining/next_gen

Further information:

- [Next Generation of Teachers Project](#)

Related links:

- [4th Deans' Forum - Scaling Up of the Next Generation of Teachers Project](#)
- [Developing ICT curriculum for the next generation of teachers](#)
- [Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching](#)
- [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](#)
- [Forum to bring together Deans of Education from across the Asia-Pacific region](#)
- [Educators share experiences at China workshop on integrating ICT into teaching](#)

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Toolkit for academics on Open Educational Resources released

In October 2009, the UNESCO OER Toolkit (with support from the UNESCO Communications and Information Sector) was released as a resource for academics and institutions - with a special focus on developing countries - who are interested in participating in open education projects.

Most of the Toolkit is designed for academics who are interested in finding and using OER in the courses they teach, or who wish to publish OER that they have developed. Some sections are aimed at institutional decision-makers and academics interested in setting up a more formal OER project. These projects may start with just a few interested academics but, as they grow, institutional policies, funding and legal constraints become more relevant.

Individuals who are not aiming to set up an institutional project may nonetheless be interested to read the whole document. Likewise, institutional planners, IT staff or librarians who are interested in setting up an OER project would benefit from understanding the academic's perspective.

The drafting and review has been a real community effort, and UNESCO would like to thank all who sent suggestions, made edits to the draft, or provided assistance in other ways.

Finally, this is also a reminder that the Toolkit remains a work in progress. As the OER world develops, and we explore new opportunities (and hopefully learn from mistakes) the document should change and evolve with our work. It's a wiki and you can edit it!

Further information:

- [UNESCO OER Toolkit](#)

Related links:

- [Open Educational Resources: Conversations in Cyberspace](#)
- [Why give knowledge away for free? The case for open educational resources](#)
- [Open Training Platform to become a hub for Cyber Network for Learning Languages](#)
- [Reflections on sustaining Open Educational Resources: an institutional case study](#)
- [UNESCO Open Training Platform turns one year old](#)

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UN helps Asia-Pacific countries expand access to communications technology for development

The United Nations Economic and Social Commission for Asia and the Pacific ([ESCAP](#)), in cooperation with the Republic of Korea, held two workshops in Bangkok – one for Pacific and South-East Asian countries and one for South Asian and Central Asian countries – designed to help strengthen Information Communications Technology (ICT) policies throughout the region. The workshops, which took place 19-22 October 2009, were attended by representatives from national governments and international organizations, as well as leading researchers from the Asia-Pacific region.

A recent study in *The Economist* magazine found that adding an extra ten mobile phones per 100 people in a typical developing country boosts growth in GDP per person by 0.8 percentage points. According to ESCAP research presented at the workshops, Landlocked Developing Countries fared well in increasing mobile phone subscribers. Afghanistan, Nepal and Bhutan all recorded over 100 per cent growth from 2003- 2008 - while some Small Island Developing States demonstrated slower growth. The workshops examined means to expand mobile phone growth usage among other initiatives.

The workshops noted that broadband access gaps between advanced and developing countries are even more striking. Internet subscribers among least developed countries in the region account for 0.6 per cent of the population, compared with over 65 per cent in the more developed countries such as Malaysia, Singapore, Japan and Korea. Disparities in affordability, access, speed, quality and bandwidth threaten to widen the digital divide. The workshops discussed possible ways to narrow the gaps on the use of ICT in the region.

Mr. Zengpei Xuan, Chief of the Information Communications Technology Division of ESCAP, listed the various challenges that need to be addressed. “How is it possible for the connectivity issue be solved for these countries, how can the costs of implementation and maintenance be covered by a population of 5,000 people? How can we work with the service providers to ensure profitability for them and yet still be able to provide a sustainable service?”

In response to these challenges, the participants attempted to identify opportunities posed by emerging technologies and to develop a framework for regional cooperation by providing a platform to discuss key issues concerning policies, technologies and business models.

Further information:

- More information on the project “Strengthening ICT policies and applications to achieve MDG and WSIS goals in Asia and the Pacific” can be found at the following URLs:

South-east Asia and the Pacific:

http://www.unescap.org/idd/events/2009_sRW-MDG-WSIS-SEAsia%20and%20Pacific

Central and South Asia:

http://www.unescap.org/idd/events/2009_sRW-MDG-WSIS-Central%20and%20South%20Asia

Related links:

- [UN helps Asia-Pacific countries expand access to communications technology for development](#)
- [UN launches remote training on information communication technology for development](#)
- [Technology alone will not bridge knowledge divides](#)

- [7,000 schools to be connected to speed Internet: Azerbaijani education minister](#)
- [UN teams up with Indonesia to develop ICT training in the country: First four workshops in the national language to take place in Bali and Jakarta](#)
- [UN works with the Philippines to close the digital divide](#)

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Network to connect 4000 education institutes in Asia

A third generation information highway known as the Trans-Eurasia Information Network (TEIN3) has been launched to connect more than 4,000 research and education organizations in Asia-Pacific, enabling large volumes of data to be shared.

The project, which has a budget of USD\$35 million over four years, is expected to see more universities and research institutes benefit from higher speed Internet access, next-generation multi-party tele-conferencing, virtual classrooms and remote consulting.

TEIN3 connected 11 countries in South-East Asia in 2006, including Australia, China, Indonesia, Japan, Korea, Laos, Malaysia, Pakistan, the Philippines, Thailand and Viet Nam. The latest extension will see countries in South Asia, including India, Pakistan, Nepal and Bhutan, come on board.

The project is being run by Dante, a UK-based not-for-profit networking organization, while Juniper Networks is supplying the network's routers and switches.

Dante's TEIN3 project manager David West told FutureGov: "There are already 30 million users of our network in South-East Asia, and now that is set to increase dramatically. The network will greatly benefit those with high computational demands and enable universities in Asia to better collaborate internationally."

Mr. West added that the network could also be used to aid the development of telehealth in Asia. “Medical students will be able to watch consultants perform keyhole surgery,” he said.

West revealed that TEIN4 will most likely be underway by 2011 to connect other parts of Asia, such as Central Asia.

Author: [Robin Hicks](#) | Source: FutureGov

Further information:

- [Network to connect 4000 education institutes in Asia](#)

Related links:

- [FutureGov](#)
- [Revolutionizing higher education](#)
- [Future of higher education: How technology will shape learning](#)
- [7,000 schools to be connected to speed Internet: Azerbaijani education minister](#)
- [Bangladesh receives USD\\$81 million from the World Bank to build up higher education](#)

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eASiA 2009 Conference on ICT for development

Centre for Science, Development and Media Studies (CSDMS), India and Information and Communication Technology Agency (ICTA), Sri Lanka have joined hands to organize the 4th annual eASiA 2009 conference and exhibition in Colombo, Sri Lanka, to celebrate 2009 as the year of ICT and English as declared by HE Mahinda Rajapaksa, the President of Sri Lanka, and to promote growth of ICT for Development, through consultative dialoguing, strategic planning, knowledge networking and business partnering.

eAsia 2009, is the annual international Information and Communication Technologies (ICT) for development event with the objective of reinforcing technology and knowledge-centric growth and needs of Asia vis-à-vis Sri Lanka, through capitalization of market economy and boosting human development.

eAsia 2009 – Opportunities for Digital Asia will provide an opportunity for all stakeholders in the ICT arena to come closer and share a level-playing ground through active conferencing and networking. Spanning over three days, the event will comprise unique thematically inter-related conferences, in the domains of e-Governance, Digital Learning, e-Health, Tele-centres and Emerging e-Technologies.

The three-days of conferencing will consist of a number of plenary and technical sessions, focused workshops, seminars, discussion round tables, and a full-fledged exhibition, providing excellent opportunities for showcasing projects, programmes and initiatives of government and private sector agencies/corporations, as also for demonstrating innovative ICT products, solutions and applications for various domains covered under the scope of the event.

The speakers and attendees will include policy-makers, senior government officials, industry leaders, international development agencies, civil society, academia, and investors. eASIA 2009 is also expected to be a networking and learning opportunity for one and all.

Further information:

- [eASiA 2009 Conference on ICT for development](#)

Related links:

- [ICT Transforming Education: Ready, get set, go!](#)

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

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Programmes & Projects

The liberation of textbooks

Maya Kostyanovsky is very much the typical community college student. A child born to immigrants to the USA, she previously attended De Anza College in Cupertino, California, as an affordable choice on the road to her ultimate educational goal - law school.

So when the opportunity arose to use a free online textbook for her introductory statistics class instead of paying USD85 for a hardback copy, she – along with many of her classmates – leapt at the chance.

“Cost is definitely a factor,” said Miss. Kostyanovsky, a San Jose resident who came to the USA from Russia with her parents when she was five years old. “My mom is a single parent. My father died three years ago. If I can save something, it's really nice. If I really needed it, my mom would pay for it. But if I can save that money, it's a huge help.”

Thanks to a pilot effort called the Community College Open Textbook Project that the Foothill-De Anza Community College District created in spring 2009 with the support of the Hewlett Foundation, Miss. Kostyanovsky was able to make her college education significantly more affordable. She went online to a site called Connexions at Rice University – another Hewlett grantee – where she could read, annotate, and print whatever she wanted from *Collaborative Statistics*, by Barbara Illowsky and Susan Dean. A teacher's guide is also available, along with a syllabus, practice exams, calculator instructions, and lecture videos. If Miss. Kostyanovsky had preferred, she could have ordered a bound, print-on-demand version for USD\$31.98.

All told, by the end of the 2009 spring semester, *Collaborative Statistics* had been adopted for use in at least forty-three course sections at eight colleges in the United States and at a high school in Ontario, Canada. At De Anza alone, 680 students in seventeen sections of introductory statistics used the open textbook and saved approximately USD\$80,000 total, according to Judy Baker, dean of Foothill Global Access, Distance and Mediated Learning, and one of the leaders of the open textbook project. That savings is particularly important for community college students, who

often are the first in their families to attend college, and for whom the cost of textbooks can be an even higher barrier to attending than the cost of tuition. And that's no small issue in American education. Community colleges educate 44 per cent of the nation's undergraduates and half of the nation's teachers.

The pilot project is part of a broader initiative that the Foothill-De Anza Community College District embarked upon in mid-2007 to explore the potential of Open Educational Resources for use by community college students everywhere. The initiative, called the Community College Consortium for Open Educational Resources, now has 93 community college members in the United States and one in Canada.

"The first year was about showing it could work and lowering the cost to students," said Ms. Baker, who has created a website for all things community college and Open Educational Resources. "But we also wanted to have a voice in the movement."

That movement began in 2001, when the Hewlett Foundation helped underwrite MIT's efforts to put its undergraduate curricula online. To date, the foundation has made more than USD\$50 million in grants in support of a broad range of Open Educational Resources projects around the world. The Open Educational Resources movement works to make high-quality educational materials freely available to everyone and, through the creative use of copyright laws, permits those using the resources to improve the materials, as well as re-edit them to make them more suitable to individual teaching situations.

Victor Vuchic, the Hewlett Foundation's programme officer for Open Educational Resources grants, said that the last point is crucial. Research shows that small changes in the way material is presented can make a significant difference in what education researchers call transferability of learning, the ability of a student to take material that's being studied, and apply it in new situations.

Mr. Vuchic said that open textbooks like the one Miss. Kostyanovsky used enable students to comment on difficulties in the text so authors are able to make continuous improvements to it, much the way that open-source software lets a community improve the product.

Added Ms. Baker "If this is leveraged properly – and we're not there yet – we can use Open Educational Resources to create a more valuable learning experience.

"If it's a dead tree [that you put the information on], you can put a higher price on it, but you can't search for specific content or easily find inconsistencies in it," she said.

"This gives us a bigger tool chest from which to draw upon to learn. It enables instructors to 'think out loud' by annotating chapters with their thoughts about how to connect and value the information in the text."

More broadly, Ms. Baker said, the use of open textbooks enables educators to regain control of educational content that has been largely usurped by publishing houses.

“What's happened in higher education is that the publishing industry has dominated faculty decisions about course content” she said. “And with more part-time adjunct professors teaching in community colleges, more instructors are stuck with those content decisions, using a text someone else picked. It's the tail wagging the dog.”

Ms. Baker said that by her count, there are about 250 textbooks now in the pipeline in various stages of preparation for use as open texts.

“The quality remains to be seen,” she said, adding that twenty-nine of the books have been peer reviewed for quality and thirty for compliance with the Americans with Disabilities Act, which requires that the books be available to blind and otherwise disabled students.

It may seem surprising that textbook authors would give up some copyright controls and royalties to make their books available as open textbooks. But Ms. Baker and others point out that relatively few such authors write texts that become nationally used and generate large amounts of revenue. And for many, the rewards far outweigh other concerns.

“A lot of professors who bought back rights from their publishers say they have gotten all kinds of comments on how to improve their books that became open texts,” Ms. Baker said. “It's made the books much better, and the authors would admit they learned more about how to improve their texts in one year open than they learned in fifteen years with all rights reserved. And since they are not dealing with print, they can make the changes on the fly.”

It seems likely that the movement will continue to spread.

In May, California Governor Arnold Schwarzenegger announced the first nationwide initiative to vet open textbooks for use in California's public schools. And earlier this year, US Senator Richard Durbin of Illinois introduced federal legislation that would provide grants to support textbook authors who want to make their work available as open textbooks.

For Maya Kostyanovsky, who has completed her work at De Anza and enrolled this fall at San José State University to continue her studies, the growing availability of open textbooks is good news.

“I definitely would use more, if they were available,” she said.

“It worked really well for me. It was easy to hop online and do what I needed. There was nothing I couldn't do.

“And it was great to be able to print what I needed and not have to drag along the whole heavy book,” she added.

Source: Hewlett Foundation

Further information:

- [The liberation of textbooks](#)

Related links:

- [Google Books](#)
- [Next generation textbooks](#)
- [Smarthistory - a multimedia web-book about art and art history](#)
- [Future of online 'textbooks' and modules](#)
- [Khmer language ICT textbook released](#)
- [Curriki: free online resources for educators](#)

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Resources

Empowering persons with disabilities through ICTs

In recent decades, the world has witnessed radical changes, in no small part because of the rapid advancement in ICTs which have opened new avenues for development around the world. ICTs have great potential to improve the quality of life, for example in accessing education and healthcare, and providing new employment opportunities.

For persons with disabilities, they hold many additional promises. About 10 per cent of the world's population has a disability of one form or another. While living conditions vary, persons with disabilities relate experiences of being exposed to discrimination, social exclusion and poverty, as the following data demonstrates:

- Over 80 per cent of persons with disabilities live in isolated rural areas in developing countries;
- 62 million children of primary school age cope with disability;
- 186 million children with disabilities have not completed their primary school education;
- The unemployment rate in developing countries accounts for 90 per cent of persons with disabilities of the working age and in developed countries it is 70 per cent.

At the same time, the rights of persons with disabilities are increasingly recognized.

This shift to the human rights perspective, which is taking place in all economic and social systems, has been endorsed by the United Nations.

Indeed, the empowerment of persons with disabilities, particularly through effective use of ICTs, is not a charity, but the fulfillment of fundamental human rights as stated in the UN General Assembly's 1948 Universal Declaration of Human Rights, highlighting that "all human beings are born free and equal in rights and dignity".

International legal instruments recognized the need to promote, protect and ensure that people with disabilities enjoy the full and equal recognition of their rights.

UNESCO is committed to the implementation of the Plan of Action 7, adopted by the World Summit on the Information Society in 2003, that includes two important areas for persons with disabilities, namely access to information and knowledge and capacity building.

This brief publication outlines how ICTs improve the quality of life of persons with disabilities by providing access to information and knowledge, new employment and socialization opportunities.

Further information:

- [Empowering persons with disabilities through ICTs](#)

Related links:

- [e-Accessibility Policy Toolkit for persons with disabilities](#)
- [Access to technology for people with disabilities focus of UN Asia-Pacific forum](#)
- [ICT and disabilities in China: Seeing in the cyberworld](#)

- [Survey to assess access to information and communication technologies for persons with disabilities](#)

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Gender, subject and degree differences in university students' access, use and attitudes toward ICT

This study, prepared by members of Khalid Mahmood, University of the Punjab, reports the findings of a questionnaire survey conducted to see the gender, subject and degree differences in access, use and attitudes toward ICT, from research carried out among 625 students at the University of the Punjab, Lahore, Pakistan.

Read the study :

- [Gender, subject and degree differences in university students' access, use and attitudes toward ICT](#)

Related links:

- [Are girls really excluded from ICT, or is this just a misconception?](#)
- [Gender-based issues and trends in ICT applications in education in Asia and the Pacific](#)
- [Gender and ICT](#)
- [Photo contest on promoting gender equality in education](#)
- [Technology-based vocational skills training for marginalized girls and young women](#)

- [Gender and ICTs for Development: A Global Source Book](#)

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Video use in higher education

In interviews with 57 faculty and librarians from 20 institutions and across 18 academic departments and schools, the “Video and Higher Education Project” – a study designed and funded by Copyright Clearance Center and conducted by Intelligent Television with the cooperation of New York University - found data to support the following: The educational use of video on campus is accelerating rapidly in departments across all disciplines — from arts, humanities, and sciences to professional and vocational curricula.

Faculty, librarians, and administrators expect their use of video in education to grow significantly over the next five years. Technology, legal, and other barriers continue to thwart faculty finding and accessing the segments of video they want for teaching and lectures. University libraries contain significant video repositories but the majority of the content is in analog (VHS) format and/or is not networkable. The majority of video use today is still confined to audio-visual viewing equipment in classrooms, or at the library.

Faculty and administrators expect the sources of their video to shift from offline analog storage to online delivery. The demand for educationally-targeted video archives and services is high.

Further information:

- [Video use in higher education](#) (pdf)

Related links:

- [UNESCO Audio-visual E-Platform renewed](#)
- [ICT changing the face of higher education](#)
- [YouTube's education portal well received in Hong Kong](#)
- [UNESCO and Iraqi Ministry of Education launch educational TV channel](#)
- [Research Channel offers new ways to watch, share cutting-edge research](#)

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Freereading

Launched in 2007, Freereading is a US-based open sourced, free reading intervention programme targeting grades K-3.

The research-based 40-week programme is designed for schools and teachers to improve literacy in K-1 students. The intervention is created based on the recommendations of the National Reading Panel and other key reading researchers. The programme methodologies are continually being field-tested in classrooms and fine-tuned to what works best. Freereading's online avenue allows much faster revision and updates compared to print programmes.

Literacy activities provided by the programme are designed to improve early literacy skills such as phonological awareness, phonics, vocabulary, comprehension, fluency and writing.

Freereading also allows teachers to download and copy materials that are provided on the website. Some of the materials that can be downloaded and printed for free include [letter cards](#), [picture cards](#), [a letter formation guide](#), [irregular word cards](#) and [advanced phonics word cards](#).

Teachers can also share their own lessons that they found useful with the community. These educator contributed activities provide additional interactive and interesting teaching ideas that can be adopted by teachers worldwide.

Further information:

- [Freereading](#)

Related links:

- [Learn English Kids](#)
- [The Use of Film to Support Classroom Literacy Learning](#)
- [Online public library aims to make literature accessible for all children](#)
- [Literacy resources free for low-income countries](#)
- [Technology and innovation can help expand education for all](#)
- [The Internet literacy handbook: A guide for 21st century netizens](#)

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OpenEd at Creative Commons

OpenEd is an online avenue which helps to disseminate open education resources (OER) and promote understanding of issues and aspirations related to open education. OpenEd is launched by ccLearn, a division of Creative Commons dedicated to maximize the Internet as a tool to support open learning and open educational resources. The OpenEd website strives to connect interested individuals, institutions, projects, and governmental bodies to positively impact educational access, opportunity, and quality for all.

OpenEd provides visitors with a variety of information such as organization contacts, reports, licensing of educational work, or information of related conferences. It is easy

to navigate as the website categorizes information separately for teachers, learners and the general OER community.

The website aims to provide teachers with the knowledge of OER pedagogy and learners with methods to find the most relevant OER materials pertinent to their needs. OpenEd also encourages OER production and sharing among all its members.

For those who are interested in being a part of the international open education movement, OpenEd also allows networking opportunities by providing a list of peer and educator networks to facilitate discussions and learning.

Further information:

- [OpenEd at Creative Commons](#)

Related links:

- [Open Educational Resources: Conversations in Cyberspace](#)
- [Theory and Practice of Online Learning - Second edition released](#)
- [Google Books](#)
- [UNESCO Audio-visual E-Platform renewed](#)
- [Learning4Content exceeds expectations](#)
- [The open education disc project: An open source software package for Windows](#)

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](#)