Announcement

News on ICT in Education

31 October 2008

News & Events

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IRAQI EDU TV is a response to the difficult security conditions in the country that keeps many children away from school and will provide support to students through distance learning.

Training-the-Trainers in Information Literacy: UNESCO continues its series of workshops
The seventh UNESCO Training-the-Trainers Workshop in Information Literacy was held from 21- 23 October 2008 in Wuhan, the political, economic, cultural and educational capital of central China.

Public schools in the Philippines get free ICT learning tool
In an agreement just signed between the Department of Education (DepEd) and Oracle Education Foundation (OEF), some 50,000 public school teachers and students nationwide can now access online learning resources through ThinkQuest.

Educational children's media in Ethiopia gets a boost
The producers of the internationally acclaimed Ethiopian children's programme "Tsehai Loves Learning" are training Ethiopian youths to produce animated, quality, educational children's content with the support of UNESCO's International Programme for the Development of Communication (IPDC).

Distance Learning and the Internet Conference
The 9th APRU Distance Learning and the Internet Conference will be hosted by Waseda University in Tokyo, Japan from November 19-22, 2008.

Programmes and Projects

COL's "Media for Learning" programme
The Commonwealth of Learning's (COL) "Media for Learning" programme aims to make media to be an effective part of the larger Open and Distance Learning (ODL) process, especially at the community level and particularly in relation to COL's mandate to enable learning for development.

Resources

Research Channel offers new ways to watch and share cutting-edge research
Viewers may access educational programmes online via a live webstream and an extensive video-on-demand library. The library houses more than 3,500 full-length programmes that are available 24 hours a day, seven days a week.

Reflections on sustaining Open Educational Resources: an institutional case study

This paper reviews some of the literature on the sustainability of Open Educational Resources (OER) and what it has to say about successful or sustainable open content projects on the Internet.

Who re-uses learning objects?
This article discusses development, benefits and re-usability of learning objects.

Project Draw – online CAD vector drawing
Project Draw is a new feature-rich web-based vector drawing application. Use it to create simple floor plans, electronic-circuit diagrams, network diagrams, user interface mock-ups, and more.

Ecological Footprint Calculator
This online tool is intended to raise environmental consciousness in an educational, user-friendly, and fun way.

Visit the Virtual Forbidden City
The Virtual Forbidden City is a three-dimensional virtual world where visitors from around the world can experience the Forbidden City in Beijing. You can explore the magnificent palace as it was during the Qing dynasty, which ruled from 1644 until 1912, the end of the Imperial era in China.

News & Events
UNESCO and Iraqi Ministry of Education launch educational TV channel
UNESCO and the Education Minister of Iraq launched the Iraqi Educational TV Channel, IRAQI EDU. The channel is a response to the difficult security conditions in the country that keeps many children away from school and it will provide support to students through distance learning.

A measure taken to strengthen an endangered educational system, the $6.5 million project, financed by the European Union as part of their overall support for the Sector in Iraq, is being implemented by UNESCO in cooperation with the Iraqi Ministry of Education. The channel will broadcast 24 hours a day (on NILESAT at 10775 Hz) with educational episodes based on the Iraqi school curricula. The project is designed particularly for primary and secondary school students both within and outside of Iraq. It is mainly a response to security risks that result in a high rate of absenteeism and the closing of schools.

The new television channel allows teachers and pupils to follow the school curriculum through distance learning tools. With messages promoting values such as peace and tolerance included in the programming, it will also contribute to the peace-building and reconciliation process in the country.

"It is crucial, especially in these difficult circumstances, to support everyone's right to education, and to use innovative methods to reach all students. Education plays an essential role in building peace and reconstruction," said Director-General of UNESCO, Koïchiro Matsuura.

"IRAQI EDU is a promising contribution; it opens new learning opportunities for vulnerable young people. In addition, it can inspire initiatives in other countries and regions that are in conflict or post-conflict situations."

UNESCO's participation focuses on building the capacities of programming staff and ministry participants, as well as equipping the ministry's focal satellite unit. By developing and regularly airing educational programming, the project supports the action of Education for All (EFA) and other development initiatives for Iraq. The project will be highly instrumental in supplementing the on-going efforts of the Ministry of Education towards meeting the challenges outlined in its revised National Development Strategy (NDS) and the UN Assistance Strategy for Iraq (2008-2010).

The Special Representative of the United Nations Secretary General for Iraq (SRSG), Staffan de Mistura, applauded the initiative and said that the UN Assistance Mission for Iraq (UNAMI) stands ready to aid UNESCO and the Iraqi Education Minister in this "important and worthy endeavour".

Further information:

- [UNESCO and Iraqi Ministry of Education launch educational TV channel](#)

Related links:

- [The Use of Film to Support Classroom Literacy Learning](#)

- [Teachers TV - Thousands of education programmes on TV and online](#)

- [The Education Clip Library](#)

- [Digital video technology in education](#)

- [Distance Education via radio and TV programme is seen as a key vehicle to improve literacy and provide access to information](#)

- [Uses of radio and TV in education](#)

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

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Training-the-Trainers in Information Literacy: UNESCO continues its series of workshops

The seventh UNESCO Training-the-Trainers Workshop in Information Literacy was held from 21- 23 October 2008 in Wuhan, the political, economic, cultural and educational capital of central China.

The workshop was one of 11 regional training events organized by UNESCO within the framework of its global project to train trainers in information literacy and enable people to reap the full benefits of emerging knowledge societies.

In his opening remarks, the UNESCO Assistant Director-General for Communication and Information, Abdul Waheed Khan, referred to information literacy as the "21st century's skills and abilities to learn how to learn and constantly update and challenge the own knowledge".

He added that "the concept of information literacy becomes clearly a central element for building knowledge societies" as it enables people "to search for, retrieve, organize, analyze, evaluate information and then use it for specific decision-making and problem-solving ends."

In the 21st century's changing and competitive environment, learning about computers and media technology is not enough if nations, institutions and individuals are to reap the full benefits of the emerging knowledge societies.

Information literacy is a mean to "empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals". UNESCO, with its mandate to help all people access information and knowledge they need to improve their daily lives, has taken a lead to foster the development of information literate societies.

Further information:

- [Training-the-Trainers in Information Literacy: UNESCO continues its series of workshops](#)

Related links:

- [Training-the-Trainers in Information Literacy (series of workshops)](#)

- [Developing information literacy skills and programmes](#)

- [Information literacy training-the-trainers workshop starts today in the Caribbean](#)

- [Training-the-Trainers in Information Literacy: UNESCO calls for applications](#)

- [UN helps strengthen Mongolia and Pacific Island nations' information and communication technology capabilities](#)

- [UNESCO Bangkok releases new publication on ICT literacy in the Asia-Pacific region](#)

- [E-skills and information literacy central to development](#)

- [UNESCO's Information for All Programme to measure information literacy](#)

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Educational children's media in Ethiopia gets a boost

UNESCO and "Whiz Kids Workshop" have united to increase the diversity and quality of children's media content in local Ethiopian languages. The producers of the internationally acclaimed Ethiopian children's programme "Tsehai Loves Learning" are training Ethiopian youths to produce animated, quality, educational children's content with the support of UNESCO's International Programme for the Development of Communication (IPDC).

"We share with UNESCO the goal of increasing the languages and cultures represented in children's programming in Ethiopia, be it "Tsehai Loves Learning" or other children's content," said Whiz Kids Workshop co-founder Bruktawit Tigabu.

Five students, three males and two females, were selected from more than 400 applications from across Ethiopia. These students represent diverse ethnic groups (*Amhara, Tigray, Oromo,* and *Hadiya*) and religious faiths.

The training, which has been under development for more than two years, is leading students through an intensive two-month programme on all aspects of the creation of educational children's video production, including child development, curriculum, research, audio and video production, and basic animation.

"We spent more than three months developing, revising and improving the new course curriculum. Our approach is very hands-on: by the end of the training each student will have completed a new episode of 'Tsehai Loves Learning,'" said Mr Tigabu.

This is the most recent cooperation between UNESCO and the "Whiz Kids Workshop". The partnership has included the production of "Tsehai Loves Learning" episodes, participation in global training and media events that address critical development issues such as HIV and AIDS, education, and local content creation.

"UNESCO was our first partner and continues to be the most consistent one in bringing educational content to the children of Ethiopia," said "Whiz Kids Workshop" co-founder Shane Etzenhouser.

"The five episodes produced during the training empower children to raise-up their voices and create a better Ethiopia, just as the training itself empowers the students to raise-up their voices for a better world for Ethiopia's children," said Mr Etzenhouser. Mr Tigabu said that "in addition to television, the new episodes of "Tsehai Loves Learning" will be released in cinema halls and other community forums to widen their impact".

"Whiz Kids Workshop" is a local production company that focuses on serving Ethiopia through educational media. Their educational programme "Tsehai Loves Learning" was recently awarded the "Next Generation Prize" at the Prix Jeunesse International Children's Television Festival in Munich, Germany.

Further information:

- [Educational children's media in Ethiopia gets a boost](#)

Related links:

- [Whiz Kids Workshop](#)

- [The Use of Film to Support Classroom Literacy Learning](#)

- [Teachers TV - Thousands of education programmes on TV and online](#)

- [The Education Clip Library](#)

- [Teaching multimedia in the offline world](#)

- [Digital video technology in education](#)

- [Distance Education via radio and TV programme is seen as a key vehicle to improve literacy and provide access to information](#)

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Public schools in the Philippines get free ICT learning tool
Another window has been opened for public school students to access 21st century learning tools - for free.

In an agreement signed between the Department of Education (DepEd) and Oracle Education Foundation (OEF), some 50,000 public school teachers and students nationwide can now access online learning resources through ThinkQuest.

"We need all the help we can get from the private sector to endow our learners with skills fit for a 21st century learner," said DepEd Secretary Jesli Lapus. "Our students will now have a chance to be at par with the world's best in terms of access to learner-driven, technology-aided educational tools," he added.

ThinkQuest is a sponsored programme of OEF that provides free learning materials for primary and secondary schools around the world. With ThinkQuest, students can engage in collaborative learning and participate in technology projects.

DepEd's collaboration with OEF forms part of a series of projects by DepEd under its initiatives on ICT4E or Information Communication Technology for Education. ICT4E seeks to employ learner-driven technological solutions to improve the delivery and access to quality basic educational.

As stipulated in the agreement, OEF will provide free access to ThinkQuest projects and the necessary technical support to public schools.

According to Lapus, coordinators will be assigned to assist OEF initiatives. He added that DepEd shall also integrate this programme among its various teacher professional development programmes to equip teachers in integrating OEF projects in the delivery of their lessons.

The education chief added that "this partnership will be a boost to DepEd's goal for 21st century education for all Filipinos anytime, anywhere."

Clare Dolan, Vice-President of Oracle Education Initiatives, and Lapus signed the agreement, which was witnessed by Natasak Rodjanapiches, Regional Managing Director of Oracle Asia-Pacific.

Further information:

- [Public schools in the Philippines get free ICT learning tool](#)

Related links:

- [Department of Education (DepEd)](#)

- [Oracle Education Foundation](#)

- [UNESCO digital-learning kit for teachers](#)

- [Philippines: 200,000 public school teachers trained in ICT](#)

- [Philippines launches cyber-ed programme](#)

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Distance Learning and the Internet Conference
The 9th APRU Distance Learning and the Internet Conference will be hosted by Waseda University in Tokyo, Japan from November 19-22, 2008. The Distance Learning and the Internet Conference (DLI) is an activity of APRUNet, which explores global issues in distance learning and the utilization of current information technology in education amongst Pacific Rim universities.

As an annual conference series that aims to attract leading distance learning and ICT experts from academia, business and government from around the world, DLI's mission is to facilitate development of advanced Internet capabilities among Association of Pacific Rim Universities (APRU) universities and Pacific Rim economies in collaboration with strategic and commercial partners.

DLI 2008 seeks to explore global issues in distance learning and utilization and application of advanced information technology, with a special emphasis on issues of concern to universities on Pacific Rim. The theme for the conference is "New Directions for Inter-Institutional Collaboration: Assessment & Evaluation in Cyber Learning".

The six sub-themes of the conference are:

- Infrastructure for Cyber Learning;
- Human-interface;
- Mobile and Ubiquitous Learning;
- Computer-supported collaborative learning (CSCL);
- e-Learning Practice;
- Quality Control of e-Learning;
- Evaluation and Assessment of e-Learning;
- Global Educational Networking;
- Faculty Development for Distance Learning;
- e-Pedagogy.

For further enquiries and more information on DLI 2008 registration, please email the DLI 2008 Secretariat Office of Waseda University at: DLI2008@list.waseda.jp

Further information:

- [9th APRU Distance Learning and the Internet Conference](#)

Related links:

- [Using ICT appropriately in distance learning in the Pacific](#)

- [Using distance education and ICT to improve access, equity and the quality in rural teachers' professional development in western China](#)

- [Using distance learning to boost statistical training for developing countries](#)

- [Distance Education via radio and TV programme is seen as a key vehicle to improve literacy and provide access to information](#)

- [Using ICT in distance-learning](#)

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Programmes and Projects

COL's "Media for Learning" programme
The Commonwealth of Learning's (COL) "Media for Learning" programme aims to make the media a more effective part of the larger Open and Distance Learning (ODL) process, especially at the community level and particularly in relation to COL's mandate to enable learning for development.

Learning about what?
This focuses on what a community's needs and priorities are. For some, this means health issues, such as HIV/AIDS, malaria or diabetes. For others, it means supplementing secondary school education in English, maths and science.

How do communities learn using media?
This focuses on engaging with the media to design innovative programmes to address specific needs, e.g., improving agricultural practices and links to groups,

both in the community and externally, to access useful and appropriate knowledge sources.

What does COL focus on in this area?:
1) Building the capacities of media, and;
2) Supporting the establishment and growth of knowledge and learning networks.

Initiatives:

Community Media
For COL, community media is any kind of media that is focused on the local community. This includes radio, TV and newspapers, as well as new media, such as telecentres and websites.

Why?

This is because community media operate in areas often under-served by other information media, and are therefore vital services. Community radios not only broadcast in local languages but they are firmly rooted in local contexts: they draw on local community membership as "owners", managers, staff and as "expert" resources on air. Community radios are trusted by their listeners; they work in culturally appropriate ways. For these and other reasons, community media, especially radio, are important vehicles for learning.

1. Developing effective learning programmes; Good practice: [Community Radio Madanpokhara](#); Recent activity: [Jet FM in Jeffrey Town](#).
2. Strengthening organisation: community ownership and participation, policies, sustainability planning; Upcoming activity: [Radio Mang'elete](#)
3. Smart technology choices.
4. Open sourcing community media; Good practice: [KRUU FM](#).

Knowledge and Learning Networks
Recognising the potential synergy between different sectors, knowledge and learning networks bring together content providers and media and community groups to work together to make knowledge resources and learning content at district, state or national levels.

1. Linking content providers with distribution channels.
2. Universities in the community.
3. Sharing content.

Media Empowerment
COL's Media Empowerment initiative has established over 40 media units in more than 30 Commonwealth countries. Low-cost, appropriate technologies, the units enable institutions and organisations to create and distribute media content.

Innovation
COL is interested in new ideas that harness media, mobiles and other information

and communication technologies (ICTs) for learning. COL's programme works with the full range of ICTs, from radio to handheld computers to software programmes.

On the technology side, they are particularly interested in the use of mobiles and other handheld devices and open source software; however COL recognises that the real innovations usually have as much if not more to do with people and human processes; therefore new approaches and novel ways of collaborating and networking are also of great interest.

Building communities
COL has a special focus on how open and distance learning can contribute to community development. Focus areas at present are agriculture and environment, local governance, gender and women's empowerment, and health, especially HIV/AIDS.

Further information:

- Media for Learning

Related links:

- Commonwealth of Learning (COL)

- Free e-learning content: WikiEducator

- Three Asia-Pacific institutions win awards for excellence in distance education

- COL Promotes Open and Distance Learning to Reduce Poverty

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Resources
Research Channel offers new ways to watch, share cutting-edge research
The Research Channel was founded by a consortium of leading research and academic institutions to share the valuable work of their researchers with the

public. Research Channel is available to more than 30 million US satellite and cable television subscribers and its website is visited by over 1.6 million visitors each year.

Programmes on the Research Channel appeal to a wide variety of general and niche audiences. Many medical and technology professionals regard the Research Channel as a critical source of new information in their fields. Other viewers are excited by the opportunity to delve deeply into topics that have captured their interest. Online visitors from 210 countries around the world tell us that their lives are enriched by direct access to content from the best and brightest thought-leaders from our world-renowned member institutions.

Viewers access online via a live webstream and an extensive video-on-demand library. The library houses more than 3,500 full-length programmes, available 24 hours a day, seven days a week.

The Research Channel uses advanced streaming and broadband technologies and is working with partners from around the world to test new methods of global video distribution and interaction.

Further information:

- [Research Channel](#)

Related links:

- [Toolkit: Disseminating research online](#)

- [Great expectations of ICT: How higher education institutions are measuring up](#)

- [Future of online 'textbooks' and modules](#)

- [Creating digital libraries with UNESCO open source software](#)

- [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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Reflections on sustaining Open Educational Resources: an institutional case study

This paper reviews some of the literature on the sustainability of Open Educational Resources (OER) and what it has to say about successful or sustainable open content projects on the Internet. It goes on to argue that OER needs to be considered with respect to the different types of economy – market, public and social – that operate for educational materials in particular and education in general. The paper then examines what sustainability means to different actors in these economies and the relationships between them, notably within organisations, between organisations and amongst communities and individuals, but not within or with political institutions. This is followed by a case study of one project within one higher educational organization: OpenLearn at The Open University in the UK.

The case study outlines the objectives of the OpenLearn project; notes its relationship to The Open University's mission; lists the major internal and external benefits that have arisen from the project; and sets out the future directions for the project. These traits are then compared with some key factors for successful projects listed in Guthrie et al (2008). The paper concludes by looking at the different sources of funding for OER projects and issues of both financial and social sustainability. It notes that sustainability for these projects, at least within organizations, depends upon the activity fitting closely with the goals of the organization such that most of the activity is absorbed into existing systems and practices. It also argues that they can act as a test bed for extending activities and securing a mix of new or improved funding streams.

Read the study :

- [Reflections on sustaining Open Educational Resources](#)

Related links:

- [UNESCO Open Training Platform turns one year old](#)

- [Wiki on educational technology](#)

- [SchoolForge.net - Advocating free and open resources for education](#)

- [Gateway to 21st century skills](#)

- [UNESCO publishes a book on Open Access to Knowledge in South Asia](#)

- [Open University offers access to free online learning](#)

- [UNESCO report on advancing Open Educational Resources released](#)

- [United Nations University launches OpenCourseWare Portal](#)

- [Wikiversity offers a course on online educational resources](#)

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Who re-uses learning objects?

Norman Lamont wonders in [Re-use Revisited](#) whether the idea that learning objects can be reusable is just a myth – it sounds good on paper, but doesn't work that way in practice. He asks whether anyone else out there ever finds they can re-use their learning objects. Good question.

The idea behind the concept of learning objects is an elegant one. At the time when the idea was first mooted, ten years ago or so, object orientation had already proved to be a great success in the world of programming, allowing small objects of code to be easily re-used in multiple applications, considerably reducing wasted effort. Somebody obviously saw parallels in the world of world of learning content development, by that time almost exclusively a digital activity, but still tackled in the way you might approach the writing of a book - as one, large, hard-wired entity.

The intention behind object orientation in content development was to make it easier for content to be reapplied in multiple settings, within different subject areas and for different student groups. Learning objects could be aggregated to form complete courses of study, whether intelligently, by learning content management systems, by teachers or by learners themselves. To make this possible, learning objects had to be self-contained and as context-free as possible.

Reality is somewhat different. I'm doubtful if anyone really got themselves organised enough to have their LCMS configure content automatically to meet the needs of individual students. If they did, then well done to them.

And re-using content on a systematic basis across subjects and in different contexts also requires a great deal of organisation, most probably on a centralised basis. As we know, this is not typically how learning and development works.

And of course, it is difficult to create good content that is free of context, certainly not content that anyone would want to use. The cases, examples and stories are what brings the subject alive and makes it memorable. You can introduce context into an object-orientated approach without breaking the rules, but only by carefully concentrating the context-specific material in a limited number of objects that can then be swapped out for different audiences.

But, looking back over my own use of learning objects in the past ten years, I can see many more pluses than minuses:

- When you organise your material into really short chunks, you reduce the risk of overloading the learner;
- You also make it easier for the learner to organise their study and to find material at a later date;
- As a developer, you spend less time creating complex navigational aids, because this becomes the responsibility of the LCMS/LMS or of the teacher;
- Organised into objects, it's much easier for your material to be employed in a variety of contexts, not only as a formal piece of self-study, but also perhaps for reference or as a classroom aid;
- Creating content in small chunks encourages you to use that content in more imaginative ways, perhaps as catalysts for collaborative learning, and not merely as elements of some monolithic and excruciatingly dull self-study programme.

And believe it or not, I've also been able to re-use many of the learning objects that I've created, sometimes I'll admit with a few tweaks, but often in their original form. And even if you aren't lucky enough to experience much re-use, thinking in an object-orientated way can't do you any harm and will certainly help you avoid some of the excesses of the past.

Author Clive Shepherd. Posted with the authors permission.

Further information:

- [Who re-uses learning objects?](#)

Related links:

- [Clive on Learning Weblog](#)

- [Learning object - Wikipedia](#)

- [Overcoming Barriers to the Use of Digital Resources in Education](#)

- [E-learning: a guidebook of principles, procedures and practices](#)

- [UNESCO Bangkok releases new CD-ROM on ICT Resources for the Teaching and Learning of Science, Mathematics and Languages](#)

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Project Draw – online CAD vector drawing

Project Draw is a new feature-rich web-based vector drawing application. Use it to create simple floor plans, electronic-circuit diagrams, network diagrams, user interface mock-ups, and more. Save your work in a variety of formats on our server or yours. No plug-ins or downloads required - if you have a JavaScript-enabled Internet Explorer or Firefox browser, you're good to go.

Features include:

- Predefined shapes - drag and drop our vector shapes to create custom diagrams;
- Save your diagram in editable formats;
- Export your diagrams in a variety of formats, including DWF, DWFx, PDF, JPG, PNG, and SVG;
- Cross-browser compatible - create a diagram in IE, open it in Firefox, or vice-versa;
- Handles - drag the shape handle to stretch dimensions;
- Linear, curved, and orthogonal connectors available;
- Imperial and metric page sizes available;
- Text tools, gradients, shadows, zoom, dimensions, snap-to-grid, and more - we're adding new features all the time based on your feedback;
- Dynamic images - embed images into web pages based on your diagrams. Update the diagrams and the images automatically update.

Since Project Draw is entirely web-based, if you can access the Internet through your Mozilla Firefox or Microsoft Internet Explorer browser, you can use Project Draw.

Further information:

- [Project Draw - online CAD vector drawing](#)

Related links:

- [Project Draw introduction](#)

- [Sharing diagrams via email right from Project Draw](#)

- [Working with pictures in Project Draw](#)

- [Designing a deck using Project Draw](#)

- [Phun: a simulated physics playground](#)

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Ecological Footprint Calculator

Earth Day Network, an international environmental advocacy organization, has just released a new tool to combat climate change. The Ecological Footprint Calculator is intended to raise environmental consciousness in an educational, user-friendly, and fun way.

Start by creating a three-dimensional avatar of your choosing, and tour the virtual neighbourhood while answering questions about your lifestyle. The Footprint Calculator will tell you how many "planets" would be necessary to sustain human life- if everyone lived just like you, as well as how many acres of land and tons of carbon it takes to support your lifestyle. You can even revisit your quiz to see where you "went wrong", and find out how to reduce your carbon footprint. If you are a teacher or professor, encourage your students to take the quiz and experiment with the answers.

The Ecological Footprint measures how much biologically productive land and sea is used by a given population or activity, and compares this to how much land and sea is available. Productive land and sea areas support human demands for food, fibre, timber, energy, and space for infrastructure. These areas also absorb the waste products from the human economy.

The Ecological Footprint measures the sum of these areas, wherever they physically occur on the planet. The Ecological Footprint is used widely as a management and communication tool by governments, businesses, educational institutions and non-governmental organizations.

Further information:

- [Ecological Footprint Calculator](#)

Related links:

- [Education for Sustainable Development (ESD)](#)

- [Global Footprint Network](#)

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

- [Presentation: ICT and sustainable development](#)

- [Innovative Teachers' Conference on "ICT for ESD: Seeing Farther, Thinking Deeper"](#)

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Visit the Virtual Forbidden City

The Virtual Forbidden City is a three-dimensional virtual world where visitors from around the world can experience the Forbidden City in Beijing. You can explore the magnificent palace as it was during the Qing dynasty, which ruled from 1644 until 1912, the end of the Imperial era in China.

During your visit you will be represented within the Virtual Forbidden City by a figure known as an avatar. Your avatar can take the form of any of several people dressed in Qing era clothing. Registered users can select any of the available avatars and your choice will be saved for future visits.

To help you find your way during your visits, maps are available to both show you your current location and a history of your journey, and also to help you find interesting places to explore. You can find majestic halls, animated scenes from Qing life, and even activities that give you an opportunity to learn by interacting with computer controlled characters.

Another excellent way to explore is to join your fellow visitors on one of the many guided tours that wind throughout the Virtual Forbidden City. These tours cover a range of interesting topics and lead you to places that help explore important themes about the design and use of the Forbidden City.

Further information:

- [Virtual Forbidden City](#)

Related links:

- [Virtual worlds, avatars, 3D chat, online meetings - Second Life](#)

- [ICT integration in pre-service teacher training through action research, e-learning and electronic portfolio](#)

- [How can Web Quests be used in teaching and learning?](#)

- [Examples of successful use of ICT in education](#)

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