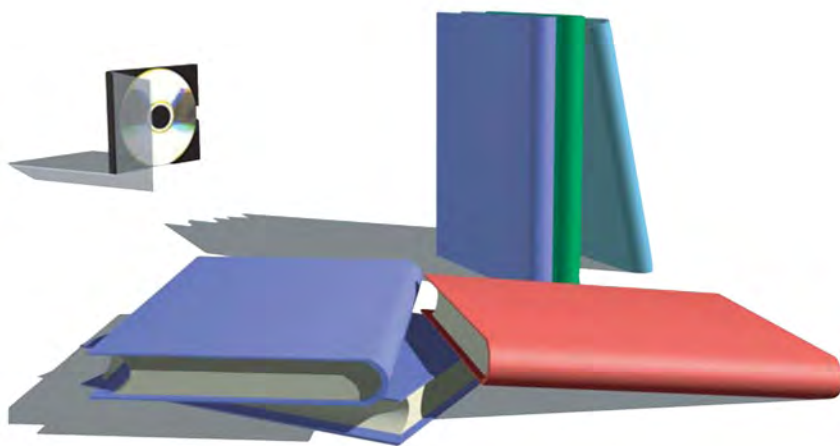




Thematic Bibliography

Information and communication technologies in education





Thematic bibliography

Information and communication technologies in education

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INTRODUCTION

Over a number of years, the Eurydice European Unit has been building up a considerable collection of reference sources on the various issues arising in education. The value and originality of this collection derive from its essentially international dimension. These books, articles and other items also constitute a basic source of information for the comparative literature published by the Eurydice Network.

Such is the variety of educational topics covered by the collection that the Eurydice European Unit has taken the initiative in launching a series of THEMATIC BIBLIOGRAPHIES. Each volume in this new series will be devoted to a topic of Community interest and will deal mainly with the most relevant European and international literature available at the European Unit. The bibliographies will appear in English and French.

This sixth title in the series does not claim to be exhaustive, but draws attention to a selection of publications on the topic of information and communication technology (ICT) in education.

The bibliography lists publications or reports that have appeared since 1996. However, some earlier items of published official literature which are of special historical interest in relation to the development of the concept of ICT, or regarded as significant reference sources, have also been included.

All titles, articles and websites indicated for reference purposes have been classified by categories as follows:

- A. ACTIONS AT EUROPEAN LEVEL
- B. INTERNATIONAL ORGANISATIONS
- C. REFERENCE WORKS

- General
- History and development of the use of ICT
- The significance of ICT
- Higher education
- National projects

Within each category, the literature is presented chronologically by year of publication, and by alphabetical order of title within each year.

All titles in the documentation centre of the Eurydice European Unit, which are listed under categories A, B and C have been described after consulting the relevant item directly to obtain or check the information concerned. This approach has been adopted so that the bibliography is as comprehensive and detailed as possible. With the same aim in mind, there are references also to the electronic address of an item and its original English-language title, wherever they have been identified. In addition, the literature has been indexed using the European Education Thesaurus. The descriptors employed are mentioned under each publication selected, and the references are also accompanied by an abstract.

The titles of items not available in English have been given an unofficial translation so as to make readers aware of the subject under consideration. In such cases, the note 'Translation of title' is added.

This thematic bibliography is a counterpart to the survey entitled *ICT@Europe.edu* published by Eurydice in October 2001. The survey covers 30 countries, namely the 15 Member States of the European Union, the 3 EFTA/EEA countries and the 12 pre-accession countries. It is concerned with the incorporation of ICT into education systems at all levels of education, as well as into initial and in-service teacher training.

ICT@Europe.edu / Eurydice.

- Brussels: Eurydice, 2001. - 186 p.

- (Survey; 4).

- Bibliography.

- Available on World Wide Web:

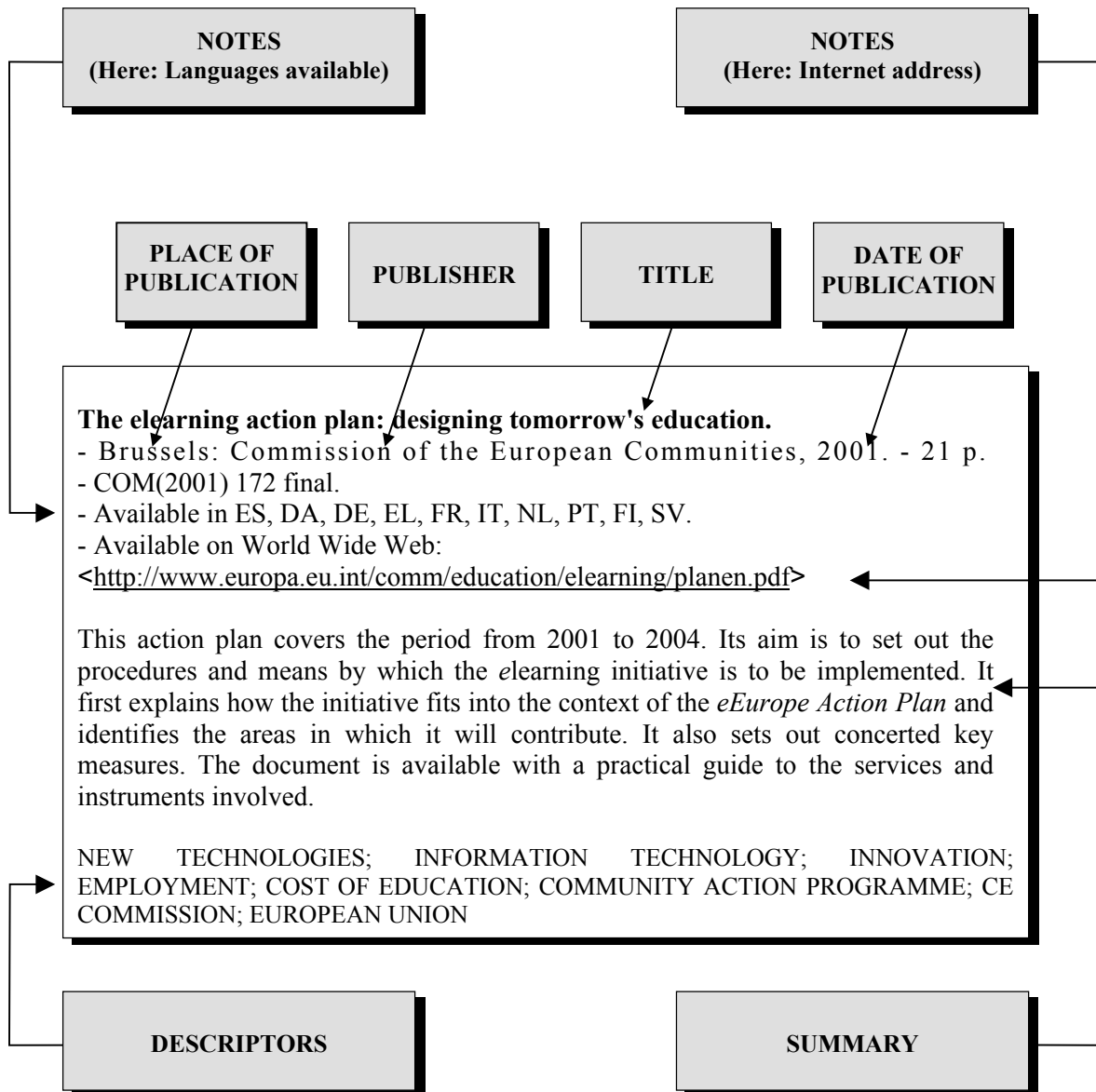
<<http://www.eurydice.org/Documents/Survey4/en/FrameSet.htm>>.

- ISBN 2-87116-324-3

Patricia Wastiau-Schlüter
Head of the Eurydice European Unit
January 2002

IMPORTANT: The titles listed in this bibliography are available from their official publishers.


The following diagram gives a detailed overview of the bibliography's structure:



A. ACTIONS AT EUROPEAN LEVEL


EUROPEAN UNION


Guides


-  ***e-Europe 2002: benchmarking European youth into the digital age.***
- Brussels: Commission of the European Communities, 2001.
 - Sec(2001) 1583.
 - Commission staff working paper.
 - Available on World Wide Web:
<http://europa.eu.int/information_society/eeurope/news_library/documents/education_staff_paper/education_en.pdf>

This working document is based on the *Flash Eurobarometer* 101 'Headteachers' and *Flash Eurobarometer* 102 'Teachers' surveys of February-May 2001. The surveys referred to in the bibliography provide a comprehensive overview of the stage reached by the development of new technologies in all EU Member States.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TEACHER ROLE; HEAD TEACHER; EC COMMISSION; STATISTICS; SURVEY; EUROPEAN UNION

-  ***The European eLearning summit: extending educational opportunity, accelerating educational innovation, exploring public private partnerships.***
- Brussels: Commission of the European Communities, 2001.
 - Available on World Wide Web:
<<http://europa.eu.int/comm/education/elearning/summit.pdf>>

-  ***La Formation ouverte et à distance et la professionnalisation des formateurs / Maria Brugia.***
- Luxembourg: EUR-OP, 2001.
 - (Cedefop référence; 3017).
 - ISBN 92-896-0056-X.
 - ISSN 1608-7089

-  ***ICT@Europe.edu / Eurydice.***
- Brussels: Eurydice, 2001. - 186 p.
 - (Survey; 4).
 - Bibliography.
 - Available World Wide Web:
<<http://www.eurydice.org/Documents/Survey4/en/FrameSet.htm>>
 - ISBN 2-87116-324-3

Most European countries have indicated their firm political commitment to incorporating ICT into their education systems. The European Union has recently launched the elearning initiative in the same frame of mind. In order to review progress in incorporating ICT into national education systems, Eurydice has carried out a survey of 30 countries, namely the 15 EU Member States, the three EFTA/EEA countries and the 12 pre-accession countries. The survey covers the incorporation of ICT into education systems at all levels, including initial and in-service teacher training, and sets out to answer the following questions:

- what are the aims and strategies underlying policies to introduce ICT into education?
- what are the specific measures implemented (national initiatives, action plans, pilot projects, etc.)?
- how is responsibility for ICT in education shared among the various administrative levels?
- what public/private partnerships have been established or are planned in order to implement these initiatives on a broad scale?

The publication covers three areas of concern: a survey of aspects of the debate on how ICT should be brought into education, together with a review of EU initiatives in this area; a summary of types of action implemented in the 30 countries; and separate reports based on the replies of each country to the four questions enumerated above.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; EDUCATIONAL TECHNOLOGY; DIDACTIC USE OF COMPUTER; PRIMARY EDUCATION; SECONDARY EDUCATION; HIGHER EDUCATION; ADULT EDUCATION; EDUCATIONAL INNOVATION; TEACHER EDUCATION; CYPRUS; MALTA; EASTERN EUROPE; EUROPEAN UNION

Basic Indicators on the Incorporation of ICT into European Education Systems: facts and figures. 2000/01 Annual report.

- Brussels: Eurydice, 2001. - 50 p.
- Glossary.
- Available on World Wide Web:
<http://www.eurydice.org/Documents/TicBI/en/FrameSet.htm>
- ISBN 2-87116-331-6

This report is mainly concerned with the primary and secondary levels of education. It contains the 2000/01 update of the indicators in *Key data in education* and provides detailed information on the amount of teaching time devoted to ICT in school curricula and teacher training. Indicators also offer a quantitative view of computerisation and the use to which it is put in schools.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; EDUCATIONAL TECHNOLOGY; DIDACTIC USE OF COMPUTER; ORGANISING BODY; PRIMARY EDUCATION; SECONDARY EDUCATION; CURRICULUM; TEACHER EDUCATION; COST OF EDUCATION; CYPRUS; MALTA; EASTERN EUROPE; EUROPEAN UNION

The concrete future objectives of education systems. Report from the Commission.

- Brussels: Commission of the European Communities, 2001. - 25 p.
- COM(2001) 59 final.
- Available on World Wide Web:
<http://europa.eu.int/eur-lex/en/com/rpt/2001/com2001_0059en01.pdf>

At its Lisbon meeting in March 2000, the European Council invited the Education Council to undertake a general reflection on the concrete future objectives of education systems. In June 2000, the Council asked the Commission to prepare a draft report. The Commission invited the Member States to contribute to this process by answering a questionnaire as to how they were following up the Lisbon Conclusions in the field of education generally, and specifically on the future objectives of their education systems. The present draft report takes account of the contributions which Member States have made, but also of the Education Council discussion on 9 November 2000. Besides covering the education systems as such, the report deals with the training systems too.

EDUCATIONAL POLICY; AIMS OF EDUCATION; EVALUATION; QUALITY OF EDUCATION; CONTINUING EDUCATION; NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TRAINING-EMPLOYMENT RELATIONSHIP; ACCESS TO EDUCATION; SKILL; CE COMMISSION; EUROPEAN UNION

 ***The elearning action plan: designing tomorrow's education.***

- Brussels: Commission of the European Communities, 2001. - 21 p.
- COM(2001) 172 final.
- Available in ES, DA, DE, EL, FR, IT, NL, PT, FI, SV.
- Available on the World Wide Web:
<<http://www.europa.eu.int/comm/education/elearning/planen.pdf>>

This action plan covers the period from 2001 to 2004. Its aim is to set out the procedures and means by which the elearning initiative is to be implemented. It first explains how the initiative fits into the context of the *eEurope Action Plan* and identifies the areas in which it will contribute. It also sets out concerted key measures. The document is available with a practical guide to the services and instruments involved.


NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; INNOVATION; EMPLOYMENT; COST OF EDUCATION; COMMUNITY ACTION PROGRAMME; CE COMMISSION; EUROPEAN UNION

 ***Report from the Commission to the Council and the European Parliament designing tomorrow's education promoting innovation with new technologies.***


- Brussels: Commission of the European Communities, 2000. - 38 p.
- COM(2000) 23 final.
- Available on World Wide web:
<http://www.europa.eu.int/comm/education/elearning/rapen.pdf>>

This report is based on an analysis of the trends observed since 1997, what has been achieved through Community programmes and the findings of specific studies – for example, on the impact of ICT on the role of the teacher, and the initiatives of the Member States. It describes the problem of dovetailing actual practice and technology, and examines the progressive emergence of a market, action by the public authorities and training and the development of services for teachers.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; COMPUTER; QUALITY OF EDUCATION; SECONDARY EDUCATION; PRIMARY EDUCATION; TELECOMMUNICATION; TEACHER ROLE; TEACHER EDUCATION; COMMUNITY ACTION PROGRAMME; INTERNATIONAL COOPERATION; EC COUNCIL; CE COMMISSION; EUROPEAN UNION

 ***Learning in the information society: Action plan for a European education initiative (1996-98): Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions.***


- Luxembourg: Office for Official Publications of the European Communities, 1996.
- COM(96)471 final

 ***New technologies for information on higher education in Europe: Ortelius, an example. Florence, 17 and 18 May 1996 / Ortelius.***

- Florence: Ortelius, 1996. - 181 p.

This document contains the contributions to the Florence conference of 17-18 May 1996.

NEW TECHNOLOGIES; HIGHER EDUCATION; INFORMATION DISSEMINATION; DATA BASE; UNIVERSITY; STUDENT MOBILITY; INITIAL EMPLOYMENT; CAREER; PROFESSIONAL ASSOCIATION; EUROPEAN UNION

 ***The Road to the information society: new technologies and training / Commission of the European Communities; Alain DUMORT; Wolf PAPROTTE.***

- Luxembourg: Office for Official Publications of the European Communities, 1996.
- 267 p.
- ISBN 92-827-7890-8

This book contains the contributions to the conference 'Training in the Information Society' held in Brussels on 6-7 December 1994.


NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; MASS MEDIA; INFORMATION DISSEMINATION; GOVERNMENT; UNIVERSITY; SCIENCES OF EDUCATION; SEMINAR; ACCESS TO EDUCATION; MULTIMEDIA METHOD; DISTANCE STUDY; OPEN UNIVERSITY; TELECOMMUNICATION; CE COMMISSION; EUROPEAN UNION

Newsletter


 ***What's new in e-learning?***

- Brussels: Office for Official Publications of the European Communities, 2001.
- Available on World Wide Web:
<http://europa.eu.int/comm/education/elearning/wn2001_09/what.htm>


Official texts

 ***Council resolution of 13 July 2001 on e-Learning.***

- Luxembourg: Office for Official Publications of the European Communities, 2001. - 3 p.
- JO N° C 204/3.
- Available in ES, DA, DE, EL, FR, IT, NL, PT, FI, SV.
- Available on the World Wide Web:
http://www.europa.eu.int/comm/education/elearning/reso_en.pdf>

 ***Resolution of the Council of 8 October 2001 on the participation of all in the information society ('e-inclusion'): exploiting the possibilities of the information society to fight against social exclusion.***


- Luxembourg: Office for Official Publications of the European Communities, 2001. - 2 p.
- JO N° C 292
- Available in ES, DA, DE, EL, FR, IT, NL, PT, FI, SV.

 ***Resolution of the Council of 6 May 1996 on educational multimedia software in the fields of education and training.***

- Luxembourg: Office for Official Publications of the European Communities, 1996. - 3 p.
- JO N° C 195.
- Available on World Wide Web:
<http://europa.eu.int/eur-lex/fr/lif/dat/1996/fr_396Y0706_03.html>

 ***Conclusions of the Council and the Ministers for Education meeting within the Council of 27 November 1992 on the conditions governing action in the field of open and distance learning.***

- Luxembourg: Office for Official Publications of the European Communities, 1992. - 6 p.
- JO N° C 336

 ***Resolution of the Council and of the Ministers for Education meeting within the Council of 19 September 1983 on measures relating to the introduction of new information technology in education.***

- Luxembourg: Office for Official Publications of the European Communities, 1983. - 2 p.

- JO N° C256

B. INTERNATIONAL ORGANISATIONS

Council of Europe

📖 *ICT in Finnish higher education: impact on lifelong learning / Matti Sinko.*

- Strasbourg: Council of Europe; University of Catania; Italian Ministry of Higher Education, Scientific and Technological Research, 2000. - 15 p.
- Workshop on lifelong learning for equity and social cohesion: a new challenge to higher education: application of the new information and communication technologies in lifelong learning.
- Catane (Italy), 6-8 April 2000

📖 *Information and communication technologies in higher education in a lifelong learning perspective: the Hungarian experience / István Szabó.*

- Strasbourg: Council of Europe; University of Catania; Italian Ministry of Higher Education, Scientific and Technological Research, 2000. - 12 p.
- Workshop on lifelong learning for equity and social cohesion: a new challenge to higher education: application of the new information and communication technologies in lifelong learning.
- Catane (Italy), 6-8 April 2000

This document describes Hungary's situation regarding new information and communication technologies (ICT), allowing the use of existing lifelong learning resources. It also describes the programmes that have been established to integrate these technologies into all levels of education.

LIFELONG LEARNING; HIGHER EDUCATION; INFORMATION TECHNOLOGY; SCIENCES OF EDUCATION; HUNGARY; COUNCIL OF EUROPE

📖 *National policies on the cost-effective use of new information technologies in lifelong learning / Kay Mac Keogh.*

- Strasbourg: Council of Europe; University of Catania; Italian Ministry of Higher Education, Scientific and Technological Research, 2000. - 17 p.
- Workshop on lifelong learning for equity and social cohesion: a new challenge to higher education: application of the new information and communication technologies in lifelong learning.
- Catane (Italy), 6-8 April 2000.
- Bibliography

This document examines the relationship between information and communication technologies and lifelong learning and discusses their advantages and disadvantages. It also describes the national strategies of Ireland, Portugal, Finland, the United Kingdom, Canada, Australia, Japan, Pakistan and the African continent, together with their strategies for these new technologies.


LIFELONG LEARNING; INFORMATION TECHNOLOGY; HIGHER EDUCATION; INFORMATION POLICY; UNESCO; COUNCIL OF EUROPE

 ***ICT and the changing role of the teacher / Janet Jenkins.***

- Strasbourg: Council of Europe, 1999. - 21 p.
- Workshop on lifelong learning for equity and social cohesion: a new challenge to higher education: application of the new information technologies in lifelong learning

The new information and communication technologies are currently prompting change at all levels of education, as well as opening up new prospects for teachers. This document describes the impact of these new technologies on education, as well as prospects for the future, especially the prospects offered by the Internet for continuing education necessitating the presence of a teacher.

INFORMATION TECHNOLOGY; LIFELONG LEARNING; TEACHER ROLE; TEACHING QUALITY; TEACHING APTITUDE; HIGHER EDUCATION; SECONDARY EDUCATION; VOCATIONAL EDUCATION; POST-SECONDARY EDUCATION; TECHNICAL EDUCATION; DISTANCE STUDY; TECHNOLOGICAL CHANGE; COUNCIL OF EUROPE

 ***New technologies and language learning and teaching / by Ann-Karin Korsvold; Bernd Rüschoff.***

- Strasbourg: Council of Europe. Council for Cultural Co-operation. Education Committee, 1997. - 156 p.
- Bibliography.
- ISBN 92-871-32-542

OECD

 ***Cyberformation: les enjeux du partenariat.***

- Paris: OCDE. Centre pour la recherche et l'innovation dans l'enseignement, 2001. - 122 p.
- (Enseignement et compétences).
- Bibliography.
- ISBN 32-64-28693-4

This book examines closely in turn developments in ICT, the market for e-learning, the nature of the partnership and its role in e-learning. It explores e-learning developments in the school and in the higher education sector in terms of market prospects and partnership creation.


NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; HIGHER EDUCATION; SKILL; TEACHER; ENTREPRISE; TRAINING-EMPLOYMENT RELATIONSHIP; POST-SECONDARY EDUCATION; OECD

 ***Learning to Bridge the Digital Divide.***

- Paris: OECD, 2000. - 137 p.
- ISBN 92-64-18288-8

According to the OECD, attention is focusing increasingly on what has been called the 'digital divide', a term that refers to the gaps in access to ICT. The stakes are high, as ICT is now integral to the social fabric and is the catalyst for 'new economies' to emerge. This volume meets an important need in the contemporary international literature on education policy, lifelong learning, and economic and social development. It presents analysis of the 'learning digital divide' in various countries, and the policies and specific innovations designed to bridge it.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TECHNOLOGICAL CHANGE; EQUAL OPPORTUNITY; CONTINUING EDUCATION; EDUCATIONAL POLICY; DISTANCE STUDY; TEACHER EDUCATION; ADULT EDUCATION; OECD

 ***Adult learning in a new technological area.***

- Paris: OECD, 1996. - 169 p.
- Bibliography.
- ISBN 92-64-15317-9

C. REFERENCE WORKS

GENERAL



TIC en la educación.

- Madrid: Organización de Estados Iberoamericanos para la Educación, 2000. - 249 p.
- (Revista Ibero Americana; 24).
- Available on World Wide Web:
<<http://www.oei.es/revista.htm>>
- ISSN 1022-6508-X

Translation of title: ICT in education.



Transition of the knowledge society: policies and strategies for individual participation and learning / Kj. Rubenson; H.G. Schuetze.

- Vancouver: Institute for European studies, 2000.
- ISBN 0-88865-532-0

Transition to the knowledge society describes the wide-ranging implications of ICT, their potential for increased production, and their impact on jobs, skill development, wages and income. The authors address complex issues of distribution and skills equity. They warn of risks associated with the widespread use of ICT that could lead to a society of 'haves' and 'have-nots', with certain sectors of the world's population facing the prospect of marginalisation or exclusion from the knowledge-based economy and society of the new millennium.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; MULTIMEDIA; DIDACTIC USE OF COMPUTER; EDUCATIONAL POLICY; TEACHING METHOD



L'interactivité, le multimédia et l'apprentissage / Max. Giardina.

- Paris: L'Harmattan, 1999. - 236 p.
- (Education et formation. Série références).
- Bibliographie.
- ISBN 2-7384-8602-9

This book examines studies and research carried out both in Quebec and France on interactivity and multimedia in education and training.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; MULTIMEDIA METHOD; MEDIA EDUCATION; DIDACTIC USE OF COMPUTER; INDIVIDUALIZED TEACHING; TEACHING PRACTICE; FRANCE; CANADA

HISTORY AND DEVELOPMENT OF THE USE OF ICT

Ecole, informatique et nouveaux comportements / Christian Laguerre.

- Paris: L'Harmattan, 1999.
- (Communication sociale).
- ISBN 2-7384-7453-5

This document covers the background to the computerisation of schools since 1970. It shows how the level of computerisation varies considerably from one kind of geographical area to the next and reviews patterns of pupil behaviour shaped by computer-based activity in the classroom.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; STUDENT BEHAVIOUR; SOCIOLOGY OF EDUCATION; HISTORY OF EDUCATION; COMPUTER; RURAL ENVIRONMENT; URBAN ENVIRONMENT; FRANCE

THE SIGNIFICANCE OF ICT

Internet, multimédia: ça change quoi, dans la réalité? / Bruno Ollivier.

- Paris: Institut national de recherche pédagogique, 2001. - 156 p.
- (Technologies nouvelles et éducation).
- ISBN 2-7342-0682-X

This book sets out to give teachers from nursery school to university, as well as researchers, the parents of schoolchildren, policy-makers and computer scientists, not to mention interested members of the general public, an insight into the major questions that the Internet raises for education systems.


NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TERMINOLOGY; INFORMATION SCIENCE; MULTIMEDIA METHOD; EDUCATIONAL INNOVATION; COMPUTER; INFORMATION NETWORK; DISTANCE STUDY; CONTINUING EDUCATION; USA; EUROPEAN UNION; FRANCE

Cyberspace et formations ouvertes: vers une mutation des pratiques de formation? / Séraphin Alava.

- Bruxelles: De Boeck-Wesmaël, 2000.
- (Perspectives en éducation et formation).
- ISBN 2-8041-3548-9

This book is centrally concerned with the challenges arising from transformations in education in the light of the new technologies. It deals with independent self-learning within training institutions and analyses attempts to innovate in media-based courses.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; EDUCATIONAL INNOVATION; TEACHER EDUCATION; MULTIMEDIA METHOD; DIDACTIC USE OF COMPUTER; EDUCATIONAL TECHNOLOGY

 ***Internet à l'école: usages et enjeux / Azzedine Si Moussa.***

- Paris: L'Harmattan, 2000.
- (Education comparée).
- ISBN 2-7384-9845-0

The author, Azzedine Si Moussa, considers the use of the Internet at school and both the advantages and disadvantages of promoting inter-school exchanges. The book also discusses challenges for teaching practice and the role of the teacher in the light of the new technologies.


NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TEACHER ROLE; SCHOOL EXCHANGE; PEDAGOGIC METHOD; SOCIOLOGY OF EDUCATION; COST OF EDUCATION

 ***Les Nouvelles technologies et l'exclusion.***

- Paris: CNDP, 2000. - 204 p.
- (Ville-Ecole-Intégration, migrants-formation; 119).
- ISBN 2-240-72551-6.
- ISSN 1288-6742

Around 20 authors have contributed to the production of this document, each writing an article. It has three chapters entitled *nouvelles techniques, nouveaux enjeux, de l'offre aux usages* and *des outils et des apprentissages*.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; MULTIMEDIA METHOD; DIDACTIC USE OF COMPUTER; EQUAL OPPORTUNITY; SOCIAL INTEGRATION; INDIVIDUEL WORK; COMMUNICATION; MEDIA EDUCATION; CANADA; FRANCE


 ***L'Ecole à l'heure d'Internet: les enjeux du multimédia dans l'éducation / Serge Pouts-Lajus; Marielle Riché-Magnier.***

- Paris: Nathan, 1998.
- (Repères pédagogiques).
- ISBN 2-09-173000-9

The main theme of the book is that the widespread use of computer science for educational purposes in teaching should ensure that teachers are trained to use computer facilities in such a way that these facilities are fully responsive to the educational role of schools.

SCHOOL BASED MANAGEMENT; TEACHER ROLE; TEACHER-PUPIL RELATION; LEARNING PROCESS; PEDAGOGY; NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; TEACHER EDUCATION; MULTIMEDIA

HIGHER EDUCATION

 ***Restructuring the University: new technologies for teaching and learning: Guidance to universities on strategy = Restructurer l'université: les nouvelles technologies dans l'enseignement et l'apprentissage: pistes stratégiques pour l'université.***

- Genève: Association des Universités européennes, 1998. - 55 p.
- (CRE Guide; 1).
- Bibliography.
- Annexes.
- ISSN 1028-9291

This document considers the future of the university in the light of the new technologies and the need for a strategy for the incorporation of these technologies into teaching and learning. It outlines this strategy in terms, for example, of staff development, the selection of the technologies concerned, general organisation and costs, etc.

NEW TECHNOLOGIES; HIGHER EDUCATION; UNIVERSITY; LEARNING STRATEGY; COOPERATION; EUROPEAN UNION

NATIONAL PROJETS

Technologies et éducation: contribution à l'analyse des politiques publiques / Hélène Papadoudi.

- Paris: Presses universitaires de France, 2000. - 240 p.
- (Education et formation).
- ISBN 2-13-05-0045-5

This book is in two parts: the first sets out to appraise the situation regarding the relation between education and the information technologies, while the second explores the scope for thinking and discussion created by 'agencies representing educational institutions'. The second part also reviews the main ideas underlying the preparation and implementation of public policies during the recent development of teaching instruments and materials which have been introduced on a massive scale into the French system since the 1960s.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; PEDAGOGIC METHOD; EDUCATIONAL POLICY; HISTORY OF EDUCATION; DIDACTICS; TEACHER ROLE; COMMUNICATION; CULTURE; FRANCE

Internet at school / Guus N. M. Wijngaards.

- Stockholm: Natur och kultur, 1998. - 215 p.
- (European handbook).
- ISBN 91-27-62150-2

This book describes the use of the Internet at school and government policies for new technologies in member countries of the European Union and in Norway and Iceland. Each chapter is devoted to a particular country and reviews the general situation and distribution of responsibilities, as well as providing appropriate e-mail addresses, website details, bibliographical references and descriptions of national projects.

NEW TECHNOLOGIES; INFORMATION TECHNOLOGY; MULTIMEDIA METHOD; DIDACTIC USE OF COMPUTER; EDUCATIONAL POLICY; TEACHING METHOD; SECONDARY EDUCATION; TEACHER EDUCATION; VOCATIONAL TRAINING; NORWAY; ICELAND; EUROPEAN UNION

How learning is changing: information and communication technology across Europe – ICT in education policy / The European Expert's Network for Educational Technology (EENet).

- Coventry: Becta, 1998.
- Available on World Wide Web:
<<http://www.eenet.org/index2.html>>

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