The mg Times

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JP Sá Couto
Issue 2 > Free > Quarterly

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"JPSC and "Shape the Future" outlines one step further in reaching the goal of bridging the learning divide by supporting equal access to education for all children worldwide".

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> THEFT DETERRENT

"JPSC was the first to provide a large-scale security solution, complete with training and consulting services. Our turnkey solution is designed having the needs of each individual partner in mind, making it culturally relevant".

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> E-LEARNING CLASS (MYTHWARE)

"When we introduce ICT in Education we are faced with many challenges, one of these challenges is how to manage a potential loss of "technological respect" of the students for the teacher, because children are tech natives...".

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Property
JP Sá Couto, SA
Rua da Guarda, 675
4455- 466 Perafita
PORTUGAL
Tel: +351 22 999 39 99
Fax: +351 22 999 39 39
magodm@jpsacouto.pt
www.mymagalhaes.com

Quarterly review
Circulation: 10.000
Team: Adelino Sousa; Marco Viela; Nádia Cruz
Contributors: João Ferreira; Pedro Castela; Miguel Silva
Opinion: David Truss; Angela Maiers; Bruce Dixon

Editorial contact: afsousa@jpsacouto.pt
Creativity and printing: P95, Lda.

EDITORIAL

BY KAPIL WADHERA*

TRANSFORMING EDUCATION WORLDWIDE

JP Sa Couto's creativity in bringing localized, holistic, purpose built solutions to promote 21st century education around the world has made them one of the most visionary members in the Intel® Learning Series Alliance. We began our journey to transform the quality of education through the effective use of technology in July 2008, with the launch of the Magellan Program in Portugal and the opening of the new JP Sa Couto manufacturing site. Today, thanks to the efforts of JP Sa Couto and the other partners in the Magellan program, we have now seen over 650,000 Intel® Learning Series platforms deployed to all students in grades 1-4 in Portugal - an incredible achievement!

The scale of the Magellan Program is impressive and has made Portugal a global leader in technology access for primary school students. But even more impressive than the scale is the impact the program has had on students across Portugal. Feedback from teachers, administrators and parents highlights that students are much more excited and engaged in the learning process as a result of the inclusion of these new technology tools. In addition, from 2006 to 2009, Portugal has seen its PISA scores increase by 20 points in reading, math and science. I personally witnessed an example of this as I was drinking coffee one afternoon in an outdoor café in Oporto. Two young boys ran by, sat down on the steps leading to the river, and pulled out their Magellan computer as they excitedly began working on a school project. The gleam in their eyes is just what I want to see in the eyes of all school children around the world as they use technology to discover new horizons.

JP Sa Couto has helped enable this kind of increased engagement with students around the globe. The company has deployed over 3 million Intel-powered classmate PCs in virtually every region of the world – Europe, Latin America, Asia, and Africa. As a qualified Intel Learning Series Education Solution Provider, JP Sa Couto has worked hard to enable all the elements of a full education solution including: content, curriculum, professional development, services and support.

We have come far over these past three years and there is much to be proud of, but the Magellan journey has just started and there is much more to accomplish. Today, only about 1% of the 1.5 billion K-12 students and teachers in the world have access to mobile technology in the classroom. We are very excited with the current momentum and want to move faster to reach the remaining students. JP Sa Couto and the 500+ other members of the Intel Learning Series Alliance are continuing to innovate on new education solutions with greater functionality and affordability with broader and deeper digital content worldwide.

We look forward to working with JP Sa Couto and their customers in the years to come, growing our reach and impact and helping today's students build the skills they need for tomorrow.

*** General Manager, Education Market Platforms Group, Intel Corporation**

ABOUT US

Founded in March 1989, J.P. Sá Couto is a Portuguese Company dedicated to the design, development and distribution of Technological Solutions, and leader of a global reference initiative pioneering ICT-based Education. J.P. Sá Couto manufactures high quality computer equipment, like the leading brands in Portugal – Tsunami and Magalhães (Magellan), and strives for the strength, competitiveness, innovation and quality of their products. The company reached a turnover of $320M USD in the year of 2010.

Vision

To lead in technological innovation to enhance development.

Mission

To deliver purpose-built solutions for education through ICT products and services that foster human development.

At JP Sá Couto we build custom products and services that are specific to each educational context and have developed a network of key global players with vast experience in ICT and Education. In addition, we cooperate with local partners that develop commercial relations with their countries and stakeholders, strengthening our connection with international markets.

We are working to bridge the digital divide in Education between and within countries, allowing each country to provide equal access to the best available pedagogical tools. It is our objective to assure that children develop successfully and leapfrog into the new global society. Ultimately, Education is a solid, ongoing and long-term investment that offers a better future for all children.

Experience

Our initiatives allow the development of a Global Technology Plan to provide countries with broadband connectivity, computer literacy for the population, and computers for different needs, like small businesses, entrepreneurs, teachers, students and academics.

Achievements

Based on existing agreements and projects running, JP Sá Couto is the world largest OEM deploying educational platforms. We are currently operating in more than 50 countries directly or through partners, and have delivered over 2 million CMPCs worldwide.

Portugal – Each student from 1st to 6th grade is equipped with a Magellan Computer, over 700k delivered.

Venezuela – Over 1 million Canaima Computers deployed.

Uruguay – First deployment of CMPCs in the country.

Argentina – 500k CMPCs delivered through international partners.

Watch the video: future of learning today

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin (1706-1790) American author, printer and politician.

JP SÁ COUTO AWARDED AS MICROSOFT "SHAPE THE FUTURE" PARTNER OF THE YEAR 2011

JP Sá Couto was recognized as Partner of the Year for the Microsoft "Shape the Future" Education Initiative in 2011.

This award recognizes and reinforces JPSC's role and responsibility developing new opportunities around the World within "Shape the Future". This is a step ahead to reach the continuous evolution of Education systems by integrating ICT into the Learning process for millions of Students around the World, present today in more than 20 Countries.

"We are very proud of this award and we see this as a recognition of our global effort to promote the integration and ICT into Education around the World, developing opportunities for a new generation with Microsoft within the Shape the Future initiative" Jorge Sá Couto, JPSC's Chairman.

JPSC is an education provider of turnkey projects, supplying educational technology and providing differentiated value added services for education. JPSC and "Shape the Future" outlines one step further in reaching the goal of bridging the learning divide by supporting equal access to education for all children worldwide.

"We value the partnership with JPSC and the impact they have made empowering and inspiring the next generation of leaders of the world" Anthony Salcito, Vice-President Public Sector Education at Microsoft

Microsoft "Shape the Future" is a program aimed at helping Governments invest in Education Technology to create jobs, drive economic growth and increase competitiveness. In the past three years it helped 42 Countries bring technology access to over 6 million students, educators and families.

BROKEN OR TRANSFORMING?

EDUCATION IS NOT BROKEN.

BY DAVID TRUSS[1]

Let's start using language that is constructive rather than counterproductive. Let's use models based on questioning, innovation, and learning rather than complaining, alarming, and whistle-blowing. Our language shapes us and what we do. Try as we may, we do not find peace through a war on terror; We do not mend relationships with litigation; We do not 'fix' schools when we use a 'broken' model.

I understand why outstanding and outspoken educational leaders like Chris Lehmann say it is broken. I understand the need to create an urgency for change. Things move too slowly. But language matters. The metaphors we live by shape us.

When there is a transformation happening it doesn't necessarily look good on the 'outside'. There is a transformation happening in education... and it's exciting, and filled with potential. If you were to classify the state of a caterpillar as it transformed to a cocoon, you might say it's broken... even dead, but on the inside of the cocoon there is an incredible amount of promising changes occurring.

Let's face it, what we want for our children to gain in schools is different than what the factory model of schools was designed to deliver. So why measure success based on the old model? Shall we put our children back into rows, have them memorize the content of the curriculum and fail them when they can't sit still while they have their education delivered to them by one-way delivery of content from the authority in the front of the room? No.

Imagine having track and field judges, with their stop watches and measuring tapes, judging rhythmic gymnastics... Imagine having higher order thinking skills and in-depth portfolio studies measured with standardized tests based on a curriculum 'a mile long and an inch deep'.

Here is a ruler... I want you to measure how I'm feeling right now.
When I see school leaders coming together and sharing ideas about moving our schools forward,
...I see a transformation of leadership.
When I see educators speaking out against standardized tests, and joining in to abolish grades,
...I see a transformation of assessment.
When I see students connecting to other students around the globe and collaborating in shared learning spaces,
...I see a transformation of practice.
We are far more innovative when we are in a 'creating' rather than 'repairing' mode.

Broken language: smashed, shattered, fragmented, splintered, crushed, snapped; in bits, in pieces; destroyed, disintegrated; cracked, split;

Transforming language: change, alteration, mutation, conversion, metamorphosis, transfiguration, transmutation; revolution, overhaul; remodeling, reshaping, reconstruction, rebuilding, reorganization, rearrangement, reworking, renewal, revamp, remaking;

Stop accepting the idea that a schools can be broken: "If we change the vocabulary and consider schools as learning environments, however, it makes no sense to talk about them being broken because environments don't break." (Thomas & Brown)
Stop fixing schools and start creating the schools we want to see. Follow along as educational leaders develop school-wide plans to create learning environments in classes and in schools that are innovative, in line with what technology permits at this time, and flexible enough to adapt as new technology and concepts emerge. Contribute to the conversation about how we can bring all interested parties into an authentic conversation about how a collective 'we' can provide an open, transparent and meaningful educational model that promotes inquiry, a love of learning and empowered learners.

The Finnish Way is to prioritize "Professionalism". Is the current language about the field of education professional? Are we approaching our own profession in a way that inspires other professionals to rise to the challenges we face today?

WHAT LANGUAGE DO WE USE?

- BROKEN, OR TRANSFORMING.
- FIXING, OR CREATING.
- STRUGGLING, OR STRIVING.
- FAILING, OR EVOLVING.
- REPAIRING, OR RESOLVING.

WHAT GUIDES US?

- FRUSTRATION, OR PASSION.

AND WHAT DO WE DREAM OF?

- MENDING, OR METAMORPHOSIS.

LET'S TRANSFORM EDUCATION.

Our perspective matters. Our attitude matters. Our language matters. Let's choose the language we use wisely. Let's transform our language and let's transform education. It is the struggle during transformation that gives the butterfly it's strength to fly. So, let us also accept that transformation is not easy, but worth the effort.

([1] David Truss is a British Columbia, Canada educator, and currently the principal of a foreign national school in Dalian, China. He originally wrote this article for his blog, 'Pair-a-Dimes for Your Thoughts', where he shares his reflections on Education, Technology, and Learning. He can be found online at http://pairadimes.davidtruss.com and on Twitter @datruss)

**"It is impossible to prepare the child for any precise set of conditions.
To prepare him for the future life means to give him command of himself."**

John Dewey (1859-1952) American philosopher, psychologist and educational reformer.

RE-ENGINEERING EDUCATION

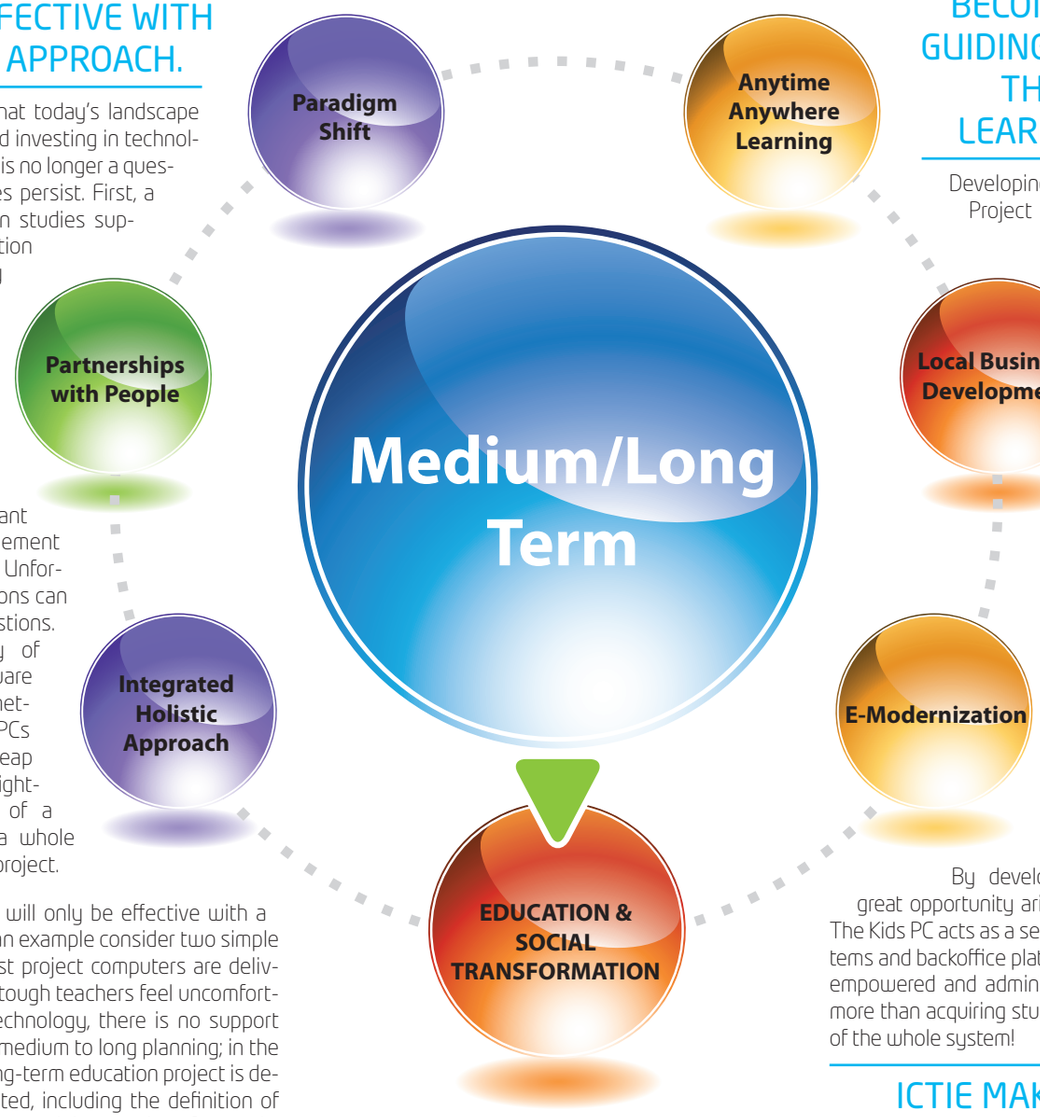
Stepping a few years back in the world of Education, practicioners and planners could not understand why they should invest in classroom technology or the benefits of learning and working with it.

AN EDUCATION PROJECT WILL ONLY BE EFFECTIVE WITH A HOLISTIC APPROACH.

Although we know that today's landscape is slightly different and investing in technology for the classroom is no longer a question, three main issues persist. First, a research gap exists in studies supporting ICT in Education (ICTiE), because they focus on outcomes and not on designing eLearning projects. Second, governments and educators already know why they need Technology in the classroom, but want to learn how to implement such ICTiE programs. Unfortunately, few institutions can answer these questions. Finally, the majority of hardware and software vendors will sell you netbooks and Classmate PCs focusing on their cheap price, instead of highlighting the advantages of a solution comprising a whole Education eLearning project.

An Education Project will only be effective with a holistic approach. As an example consider two simple approaches: in the first project computers are delivered to children even tough teachers feel uncomfortable with the new technology, there is no support infrastructure and no medium to long planning; in the second approach a long-term education project is designed and implemented, including the definition of objectives for education, training sessions for teachers and administrator, implementation of a technical support structure, localization of eLearning material to the local culture and language, and delivery of computers to students. Which one would you think is more likely to succeed?

One of the biggest differences between traditional classrooms and classrooms where technology has been introduced is the Paradigm Shift from teacher-centric to a student-centric learning model. Currently, most classrooms are based on instructor-centric models, where students depend on the instructor to acquire knowledge. In a student-centric model, the teacher becomes a Tutor guiding the students through the learning process.



Students access different mediums for learning in a way that fits their needs, mastering higher level critical thinking, problem solving and collaborative skills. Students learn at their own pace, repeating material to reinforce learning, or delving into additional material to enrich it. In addition, teachers and students can more easily access the world outside the classroom, connecting with resources, experts and other schools and students – which greatly enriches the classroom experience. ICTiE makes Anytime and Anywhere Learning possible.

IN A STUDENT-CENTRIC MODEL, THE TEACHER BECOMES A TUTOR GUIDING THE STUDENTS THROUGH THE LEARNING PROCESS.

Developing a nationwide Education Project requires the alignment and agreement of all stakeholders, such as teachers, ministries, entrepreneurs, local and foreign companies. The end result should be a Public Private Partnership with the People (PPPP) that fosters the Development of Local Business. With a network of global players and countries, a Country can transfer knowledge and develop new skills. A Knowledge society develops through knowledge retention. Local Business develops, thus creating jobs and enhancing the competitiveness of a country.

By developing the local economy, a great opportunity arises through e-Modernization. The Kids PC acts as a seed to modernize National Systems and backoffice platforms, teachers become more empowered and administrators more efficient. Much more than acquiring students PC, it's a transformation of the whole system!

ICTIE MAKES ANYTIME AND ANYWHERE LEARNING POSSIBLE.

An eLearning Education Project is much more than delivering computers to students or dealing with technology in the classroom. It is a transformation in society and in education that brings many medium and long term benefits for local business development, for the modernization of the country, for people to acquire new skills and ultimately, to enrich a country by moving towards a learning and knowledge society.

"There is a new brand of student - the digital genius."

Laura Mulholland - Trainee teacher of ICT.
ICT For Education (Feb 2011/Issue 44) - http://www.ictforeducation.co.uk/

PUPIL 104 CONVERTIBLE

SMART LEARNING

The Pupil 104 takes Education three steps further, with a notebook, a tablet and an e-book reader. All in one machine.

The convertible MGseries computer provides a world of new possibilities. Learning is personalized and while reading, writing or drawing, the student interacts directly with the content.

TECHNOLOGY FOR LEARNING

1. Writing

The touchscreen gives students the opportunity to explore realities with their own hands. Using the fingertips or the pen, writing and drawing tasks are now easier and more fun.

- With the "note taking SW" application, making notes on the computer takes on a new meaning. A very useful tool for practising handwriting.

- With an ergonomic design, the triangular shaped pen makes handling more comfortable. The pen is secured by a cable so that the student does not lose it. The tips are replaceable.

2. E-reading

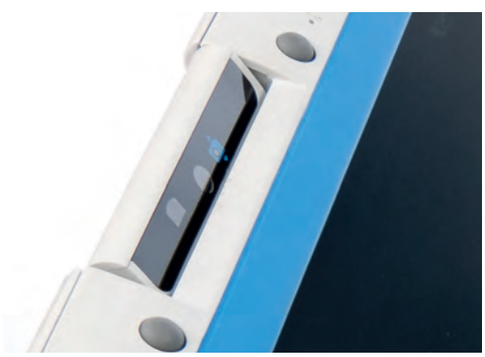
Reading is one of the best ways of achieving knowledge. The e-book reader is the perfect instrument to, interactively and intuitively, spark reading interest among students.

- Without occupying the space of a open notebook on the table, it allows reading anywhere, at any time, moving or stationary.

- E-reader scroll control: The "up and down" buttons make reading and navigation in e-books and digital documents easy.

3. Collaboration

- Hinge with Rotation Axis: the rotating screen allows students to share content, videos, pictures and texts with their peers or the teacher, without having to leave his seat in the classroom.



- 270° Rotating Webcam: the integrated webcam rotates on a 270° maximum angle. This flexibility in capturing video and photography enhances children's creativity, which can show the surrounding reality without moving the computer.

- Dual slot for headphones: Two, three or even four children can hear the same music and watch the same video, sharing stories and content of the classroom. A way to encourage students to exchange views and work side by side, as a team.

"IT in schools is no longer a subject for study, but a tool for education, as much as books or desks."

John Botham - Education director at D-Link UK & Ireland.
ICT For Education (June 2011/Issue 48) - http://www.ictforeducation.co.uk/

ROBUST AND SAFE

- With a design based on round edges, with no sharp points, increasing the protection of children from all angles.

- Designed with a more robust chassis, resistant to falls up to 80 cm.

- Enhanced Water resistant C-Face: The keyboard, mouse and all surrounding surfaces are resistant to water spill up to 200 cc.

- Outer Contour I/O port with enhanced protection from scratches and other damage that can reach the motherboard.

- Anti-trip power cord: the power cord has a structure that can be divided into two, preventing possible falls, both from children tripping, and the equipment itself, by touch or stretching. It also prevents damage to the cable port.

- The HDD Protection preserves the hard drive and stored content, in case of shock, vibration, or accidental fall of the laptop.

- Keyboard: Tablet-like resistant structure, with keys that are not easily removed. The lowercase characters are easily recognized by children, making writing faster.

- Antimicrobial C-Face: the surface, in contact with the user's hands, is resistant to the common spectrum of bacteria and fungi.

- Dual Kesington Lock Slot: ensures computer security at two levels. Allows the attachment of a security cable, to prevent theft in classrooms or other places where students leave the equipment. It also allows the use of the shoulder strap.

Intel® Learning Series
Advancing Education Worldwide
Education Solution Provider

"The reduction of social inequalities is not naturally born from ICT, but from the education policy plan in which they operate."

Guillermo Sunkel - Chilean sociologist, member of CEPAL.

PUPIL 103 CLAMSHELL

CREATED TO EDUCATE FOR THE FUTURE

The Pupil 103 proves that we are not satisfied with existing resources for learning. Innovation in design, safety and resistance of the equipment and the performance efficiency make Pupil 103 the ideal tool for children to attain further knowledge.

We design the path of evolution. The better the product, the higher the learning.

ROBUST AND SAFE

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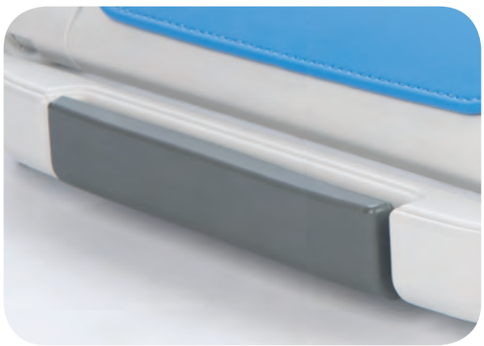
Intel® Learning Series
Advancing Education Worldwide
Education Solution Provider

"Technology helps me with everything. It helps me learn, socialize, and be productive."

9th Grade Girl, Birdville High School, Texas
http://www.speakup4schools.org/Speakup2009/StudentsSpeakUp/Default.aspx

ERGONOMIC

- The lightness and thinness makes the equipment comfortable to be carried and handled by the children, as well as to place inside a trolley or backpack.



- The retractable handle, due to its elasticity and rubber coating, increases comfort while handling and prevents possible drop of the equipment.

- Visible USB input icons: inscribed in the surface of the laptop, they spare the students the need to look at both sides of the computer to find the correct input port. The child associates and remembers, easily, the location of inputs for the equipment.

- Light sensor: adapts the brightness of the screen according to the surrounding light, ensuring the quality of the image and preserving the vision of the user, while also saving energy.

- Quick Launch Button: students can have immediate access to a default computer application, program or website just by pressing the button. This is a very useful tool to access recurring content throughout the class.

- Shoulder Strap: Creates a backpack effect. Between home and school, the child can always take the computer with him/her.

COLLABORATION

- Double slot for headphones: a working group can use the same computer, sharing, at the same time, videos, music and educational content.

- 270º Rotating Webcam: allows the capture of video and photography, using angles up to 270º, without having to move the computer.

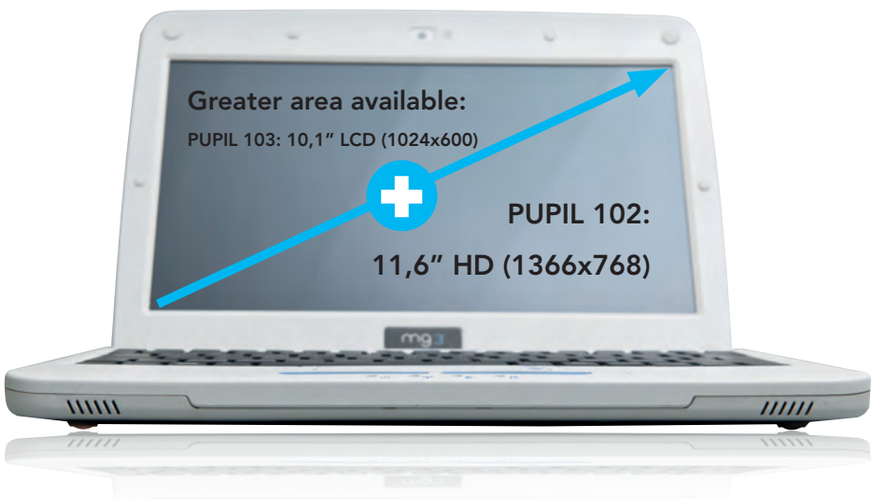
"More than 40 percent of students now designate online classes as an essential component of their learning experience."

LEARNING IN THE 21ST CENTURY: 2011 TRENDS UPDATE.
http://www.tomorrow.org/speakup/learning21Report_2011_Update.html

PUPIL 102

DESIGNED TO ENGAGE TEENAGE STUDENTS, AGED 11 TO 15, IN LEARNING

PUPIL 102 is a member of the MGseries family of products. Built on the pillars of robustness, ergonomics, safety, and performance, our netbook for secondary education features an outstanding 11.6-inch LCD. In every teenager there is an explorer.



Ergonomic

With a 11.6-inch widescreen display students can learn, collaborate and share in HD resolution.

With a high angle, the PUPIL 102 maximizes ergonomic use and reduces the risk of Repetitive Strain Injuries (RSI).

With 2 Quick Launch buttons that enable students to quickly launch pre-configured applications or websites with the simple push of a button. We can configure the applications or Websites to meet our clients' needs.

A better ergonomics and an appealing look, due to a slimmer and light form factor, make it easier to carry in students' backpacks.

Robust

Designed and manufactured using semi-rugged chassis for withstanding falls up to 40cm.

The water resistant keyboard protects the PUPIL 102 in the event of an accidental liquid spill, by draining the liquid through a hole in the bottom.

The recessed hinges protect against accidental falling on its sides.

Safe

The PUPIL 102 has no sharp edges, improving protection from all angles.

Enhanced protection: Security screw to prevent easy access to the battery.

The on-board TPM device enables a variety of advanced security features including authentication, protected storage and secure communication.

Anti-Microbial keyboard. Colorless, odorless and non-leaching anti-microbial coating on the C-face to protect from a broad spectrum of fungi, bacteria, algae, and yeast.

JP Sá Couto developed the new MGseries family of products to give students and teachers the most important features to be productive in an educational environment.

Intel® Learning Series
Advancing Education Worldwide
Education Solution Provider

"Multi-media brought the world into your classroom. Social media will take your classroom into the world."

Steve Wheeler - British author, speaker and learning technologist.

TUTOR 1001

THE WORLD'S FIRST UPGRADABLE EDUCATION NOTEBOOK

Tutor 1001, is the world's first Upgradable Education Notebook. This newly designed education notebook offers the flexibility long time awaited without compromising the performance and affordability. Start with CULV platform and then go for a full performance system such as an Intel i5!

1 day work!

More than 8 hours battery life and extensive wireless connectivity to teach and learn without compromises. Tutor 1001 is a tool designed for the 21st education necessities, giving you the freedom to be creative and productive all day.

Double security

Very often if a fault arises and there is a hard disk failure it results in loss of everything. An additional partition in the hard disk drive does not help in the case of hard disk failure. So Tutor 1001 has Dual HDD support to help you be more secure and productive. Here can be saved all the curriculum content.

Protection

Tutor 1001 takes security seriously, includes a special set of security screws to prevent easy access to you HDD or ODD. Another important feature is the on-board TPM device that enables a variety of advanced security features including authentication, protected storage and secure communication.

Intel® Learning Series

Advancing Education Worldwide

Education Solution Provider

"Altogether, children between the ages of 8 and 10 spend about 5.5 hours each day using media."

CHILDREN'S CONSUMPTION OF DIGITAL MEDIA ON THE RISE.
http://mashable.com/2011/03/14/children-internet-stats/

IN EVERY MG SERIES EQUIPMENT ONE COMPLETE SOLUTION

FOR TEACHERS

Classroom Collaboration (Mythware)

This solution allows teachers to use in an adequate manner all available technological resources in the classroom for educational purposes. It enables the correct use of technology during school hours helping the teacher to focus the use of technology to the natural workflow of the class in a quick manner with the use of simple tasks. It ultimately allows technology to become a true working tool and effective mean in teaching and learning environments.

Access Management

Parents and teacher are able to set access policies for client usage, ensuring a child safe computer environment at home and school. Access Management allows parents to monitor children's computer usage, with an unified policy management and deployment by the school server. Other features include logging and monitoring, program blocking and web filtering for unsafe contents.

Education Desktop

Education Desktop creates a safe, age appropriate, student friendly environment, working as a layer over Windows that provides a friendly and safe interface for children's PC usage, whether they are at home, in school or class. It also works as a setup and configuration tool that allows parents to create accounts for their children and specify how their child can use their account.

FOR IT ADMINISTRATORS AND IT STAFF

Asset Management (Theft Deterrent)

The Theft Deterrent solution is an online system that provides asset management, control and physical security for the mg series educational netbooks in a school environment. Managing the machines is simple and intuitive. IT Administrators can access and manage each individual machine to enforce network and security policies and physically lock the equipment in case of unauthorized use, thus deterring a possible theft.

Access Management

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Platform Management

This solution allows IT Administrators and Staff to easily manage, deploy and update the mg series netbooks throughout an entire school. It can proactively retrieve an image from the school server and install it on local machines in both a wired and wireless network environment. It allows for a centralized view / deployment of system patches and application installations from the school server.

"More than 48 hours of video are uploaded YouTube every minute."

http://youtube-global.blogspot.com/2011/05/thanks-youtube-community-for-two-big.html

The MG Series Educational Solutions offer quality content and applications "out-of-the-box" that will help young learners to develop essential skills to face an ever-growing and fast-changing World, like critical thinking, collaborative, problem solving, and social skills. As soon as they receive our Education Solutions they are ready to explore and to create, ready to play and to collaborate, regardless of Internet connectivity.

FOR STUDENTS

X

MagAppBar
Take full advantage of the selected suite of applications with the MagAppBar. The applications are presented in categories for easier access, and the applications in available in other languages are clearly separated to allow for an optimized experience. Quickly find the right tool to help you develop your skills and to improve your performance and productivity.

Microsoft Office Starter 2010
Microsoft Office Starter 2010 gives users the ability to perform the most common and basic productivity tasks right out of the box. Create and edit basic Word documents and Excel spreadsheets with 100 percent file fidelity. Open existing Word and Excel documents and manage a simple home budget. Write letters and create newsletters with photos and easily send them out.

Windows Live Essentials
Windows Live Essentials lets you unleash your creativity through your computer and share it with your friends, your family, and the world. You can see your email, calendars, and contacts from multiple mail accounts even when you don't have an Internet connection. Family Safety enhances the standard Parental Controls in Windows.

Camera Application
Take pictures and make movies with this application that will unleash the power of the webcam. You can choose the resolution and recording formats that better suit your needs. Manage, edit and annotate your photos and videos and much more with simplicity and ease.

Foxit Reader
This is an optimized E-Reader that supports multiple formats and can help you to view the documents you need with advanced management, navigation and annotation features. With an intuitive and responsive interface, it also supports book library and skins to allow you to change the look and feel of the application to better suite your needs.

Enerschools
You are invited to explore the world of renewable energies. Through engaging activities and with an interactive scenario, students will learn how to save Earth's precious natural resources and reduce waste. Follow the journey of our environmental hero and become a hero yourself!

My Body 3D
Explore the human body and find out how the numerous organs and different systems interact through videos and detailed 3D models. This application lets you discover at your own pace the wonders of the human body. Great for students or for any person that wishes to know a little bit more about their body, because of its intuitive design and quality content.

Microsoft AutoCollage
AutoCollage is an easy, novel framework for the automatic creation of representative collages from collections of photos that celebrate important events and themes in our lives. One of the most significant features that differentiate AutoCollage is that it offers exceptionally sophisticated blending technology for photographs, powered by state-of-the-art computer-vision techniques.

Digital Literacy
Digital Literacy Curriculum helps you develop the essential skills you need to begin computing with confidence. The goal of Digital Literacy is to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities.

Microsoft SongSmith
Whether you're a musical novice looking to make a jingle to send to a friend, an aspiring songwriter looking to give it a first try, or an experienced musician looking for an innovative new "scratchpad" to spark new ideas, Songsmith can help you get going. Songsmith generates musical accompaniment to match a singer's voice. Just choose a musical style, sing into your PC's microphone, and Songsmith will create backing music for you.

Stretch Break for Kids
A team of health care professionals developed Stretch Break to increase circulation, relieve tension, boost your energy level, and help guard against Repetitive Strain Injuries (RSIs). Surveyed Stretch Break users report reduced stress levels, greater awareness of the need to take breaks, greater awareness of ergonomic issues, and reduced stiffness and muscle ache. It includes Yoga-based stretches and relaxing background music.

Microsoft Mathematics 4.0
Microsoft Mathematics is a powerful computer algebra system with a friendly user interface. It works in parallel with your teaching to help students stay engaged in math and science. Algebra and geometry students benefit from fast, clear equation-solving, while more advanced students get help in subjects such as calculus, trigonometry, physics, and chemistry. Teachers can use Equation Solver to demonstrate step-by-step solutions to many math problems, from pre-algebra to calculus.

Wikipedia offline reader
Access all the knowledge stored in the Wikipedia from your computer, anytime, anywhere, even without Internet connectivity. This application has useful features and an intuitive interface to provide you with the best user experience. Unleash the power of Wikipedia on your computer!

Quick Controller
This is a touch optimized, quick system setting control that allows users to adjust several parameters in tablet mode.

Note Taker
Note Taker allows you to use the screen as paper for the quick capture of handwritten notes, helping you to organize them. With high-quality ink conversion you can search ink files easily and rapidly.

Pen Input
Pen Input allows flexible writing modes for easy interaction with any application requiring text entry. It also allows the natural handwriting conversion in real-time by the active application.

Art Rage
Art Rage has a touch-friendly UI, making it very useful for creating natural media elements and complete paintings. You can use the screen as canvas for free drawing and painting using powerful tools like stencils, tracers and a wide variety of brushes.

Parents Carefree
This parental control application has an intuitive interface and provides the following functions: Internet access control (Whitelist / Blacklist); Application execution control; Internet usage schedule control; Computer usage schedule control. Parents can ensure a safe computer environment for their children at home and at school, while monitoring computer usage.

"Wikipedia has 1.2 million editors, editing 11 million articles per month."

http://www.onlineschools.org/state-of-the-internet/soti.html

THEFT DETERRENT

THEFT DETERRENT SYSTEM AND ASSET MANAGER

JPSC has pioneered the large-scale implementation of the Theft Deterrent solution, working in close contact with local teams to ensure all the support and training and to deliver a custom built solution.

JPSC was the first to provide a large-scale security solution, complete with training and consulting services. Our turnkey solution is designed having the needs of each individual partner in mind, making it culturally relevant.

JPSC delivers a customized solution, culturally relevant and perfectly adjusted for each scenario.

The on-going support and relationship established with local partners helps to increase JPSC's vast experience and to extend our global range in Education.

The Theft Deterrent solution is an online system that provides asset management, control and physical security for the mg series educational netbooks in a school environment. Managing the machines is simple and intuitive. IT Administrators can access and manage each individual machine to enforce network and security policies and physically lock the equipment in case of unauthorized use, thus deterring a possible theft.

The enforcement of network and school defined security policies at a hardware level, diminishes the chance of theft. The students are less likely to have their netbooks stolen, thus reducing all the negative impact that comes from it.With the Theft Deterrent solution the students can take their netbooks home with them. This allows them to have an eLearning experience outside of the school as well.

Timer Expiration

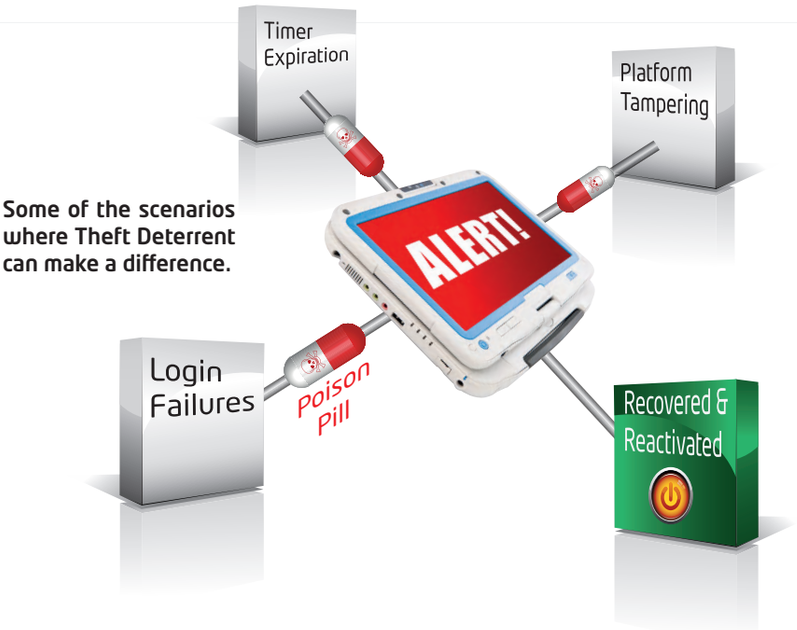
Using the built-in timer, an IT administrator can define intervals at which the laptop must check in with the central server over the internet or local. If a check-in is missed, the local timer will expire and the laptop will immediately go into theft mode.

Login Failures

The laptop can be configured to enter theft mode after an IT-specified number of login failures, and can respond as specified by IT policy.

Platform Tampering

If the loss of the Laptop is reported, the IT administrator can flag the laptop as stolen. The nest time the laptop connects to the central server, an encrypted message (the "poison pill") is sent via wired, wireless LAN or 3G to put it into theft mode.



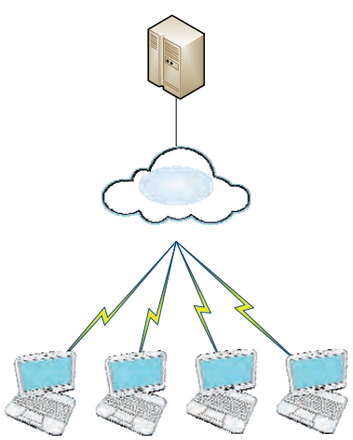
Some of the scenarios where Theft Deterrent can make a difference.

Recovered and Reactivated

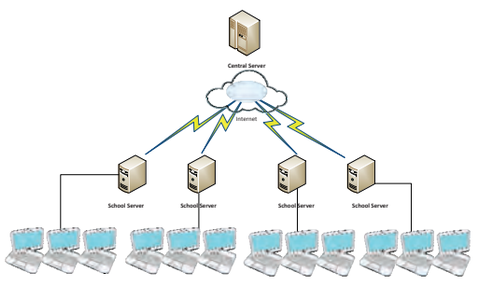
IT can define a "theft mode" message that the Laptop will display when it detects it has been stolen. Once the Laptop has been returned to its rightful owner, a local passphrase or reactivation code can be used to restore the Laptop to full functionality.

To fully take advantage of the Theft Deterrent solution, we recommend having a network infrastructure that allows a client – server system as well as a dedicated server with tools, content and applications that will improve the school technology use experience. Always promote good security and information backup practices try to provide visibility to end users of the security system whenever possible.

In the figure below we can see the implementation of the Theft Deterrent system using a Central Server to manage all the mg series netbooks directly. In this case we have only one server, which requires a broader Internet infrastructure.

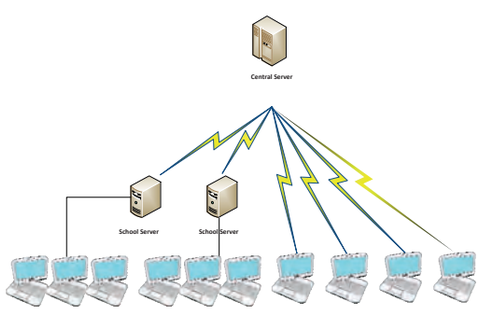


In the figure below we can see the implementation of the Theft Deterrent system using a Central Server to manage the individual School Servers, which in turn manage the mg series netbooks. In this case we have multiple servers (one Central Server and several School Servers – one for each school or group of schools).



In this case, only the School Servers communicate with the Central Server and the actual management of the machines is carried out by each server at school level. With this type of implementation we can reduce Internet infrastructure requirements, add flexibility and scalability to the system implementation, and also add an additional layer of redundancy for system backup.

In the figure below, we see a blended implementation of the Theft Deterrent system. In this case, some of the machines are managed by the School Servers while the others are managed directly by the Central Server. This model is a compromise between the previous examples of the Theft Deterrent implementation.



Intel® Learning Series
Advancing Education Worldwide
Education Solution Provider

"Technology supporting innovative teachers and school leaders will be the solution for our students."

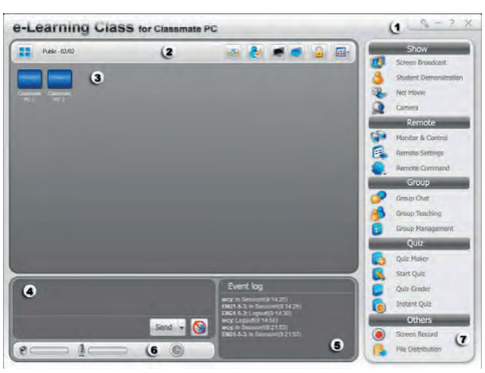
Robin Willner - Vice President of Global Community Initiatives at IBM.

E-LEARNING CLASS (MYTHWARE)

CLASSROOM COLLABORATION TOOL

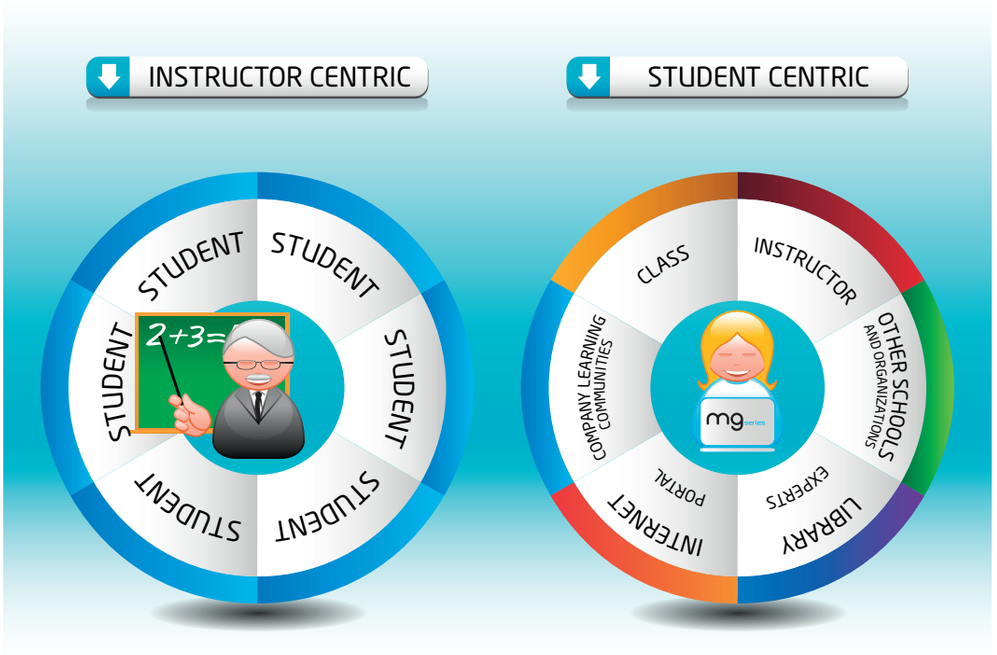
When we introduce ICT in Education we are faced with many challenges, one of these challenges is how to manage a potential loss of "technological respect" of the students for the teacher, because children are tech natives, and can adapt to new technologies most times faster than adults. When a teacher does not feel confident of their use of technology in the classroom that is quickly picked-up by the students and they can act disruptively. The e-Learning Class application enables the creation of a virtual environment in which the teacher and students can collaborate and interact. The teachers can manage the classroom, communicate with their students, and assist individuals using their computers. With e-Learning Class, the teachers will be able to broadcast their desktop and voice to students and also monitor and take control of their students' desktops. This helps to boost teacher confidence and the students will respond by being less disruptive and more focused on educational activities.

This solution allows teachers to use in an adequate manner all available technological resources in the classroom for educational purposes. It enables the



correct use of technology during school hours helping the teacher to focus the use of technology to the natural workflow of the class in a quick way with the use of simple tasks. It ultimately allows technology to become a true working tool and effective mean in teaching and learning environments.

The teachers can let students demo software to them and other students and teachers can also send files, messages and remote commands to their students. Teachers can engage their students by streaming many kinds of video files and camera pictures to them. Record desktop operations to a file and play them back to students. Distribute interactive quizzes and remotely shut down students' computers. This



improves communication and engagement, which in turn helps to improve student performance.

The e-Learning Class can be used in a multitude of scenarios:

- Teachers taking preventive and disciplinarian measures that help maintain the students focused in class and the use of the equipment oriented to school goals.
- Students grouped in small numbers that can work with each other using the system collaborative tools having a teacher as a guide and counselor.
- Immediate implementation of pop quizzes that allow a rapid reinforcement of class lessons.
- Students advised individually by the teacher in a direct manner using the tool without interrupting the class workflow.
- Teachers taking the role of an observer and promoting leadership skills amongst the students by allowing the student to become a class exponent and presenting their work directly to their peers.

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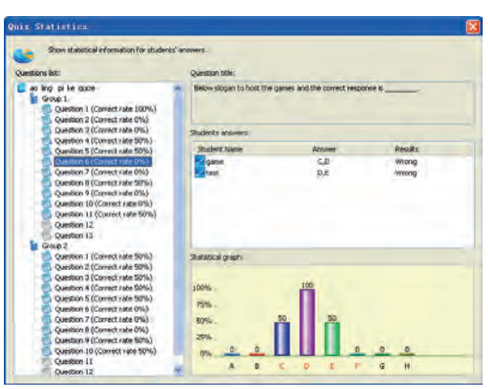
To take full advantage of all the features of e-Learning Class, we recommend teachers to consider the tool as a mediator not a controller, the tool exists to enable the correct use of technology not hinder its use. We recommend a network infrastructure that allows a client – server environment at school. To facilitate the e-Learning Class use, a notebook should be provided to the teachers, so that it can be used along with a rich set tools and applications that support their classes.



"Learning is a treasure that will follow its owner everywhere."

Chinese Proverb.

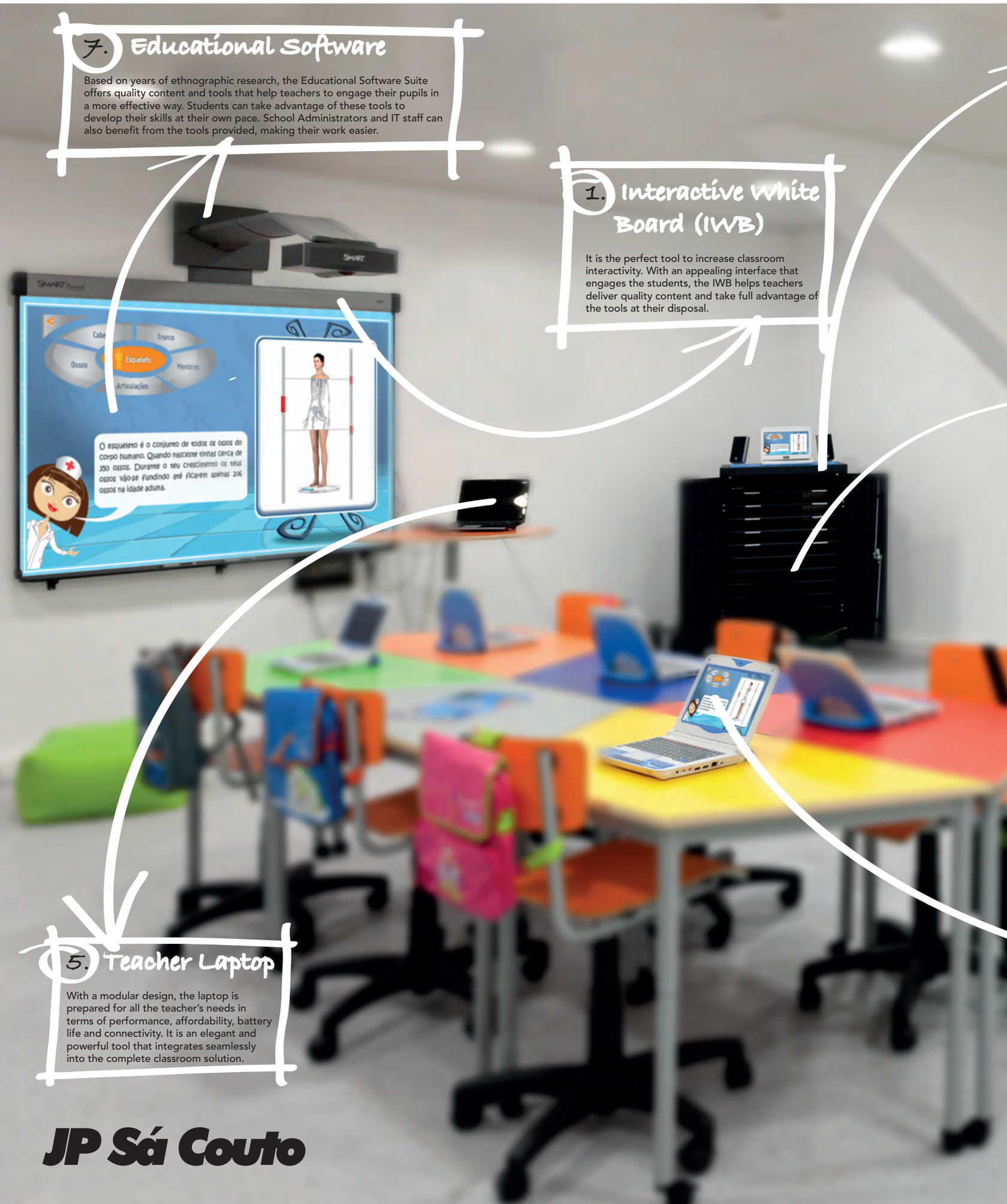
JPSC's 21st Century Classroom

7. Educational Software

Based on years of ethnographic research, the Educational Software Suite offers quality content and tools that help teachers to engage their pupils in a more effective way. Students can take advantage of these tools to develop their skills at their own pace. School Administrators and IT staff can also benefit from the tools provided, making their work easier.

1. Interactive White Board (IWB)

It is the perfect tool to increase classroom interactivity. With an appealing interface that engages the students, the IWB helps teachers deliver quality content and take full advantage of the tools at their disposal.



5. Teacher Laptop

With a modular design, the laptop is prepared for all the teacher's needs in terms of performance, affordability, battery life and connectivity. It is an elegant and powerful tool that integrates seamlessly into the complete classroom solution.

JP Sá Couto

Our holistic approach to classroom ICT integration optimizes the eLearning experience. Turnkey solutions for Education with equipment, training and infrastructure, allow for a more efficient use of available resources. Specially designed furniture gives the classroom the flexibility to adapt to the needs of the students and teachers, in multiple scenarios. Students and teachers can have a top-level experience out-of-the-box, even without Internet access. This experience can be enhanced through Internet connectivity, which helps to unleash the power of cloud services and puts the World on the students' fingertips, maximizing the eLearning experience. A 21st Century Classroom prepared for the 21st Century Challenges.

6. School Server / Classroom Server

Provides advanced school connectivity with a complete suite of services for students, teachers, school and IT administrators. The available services are: Student Information System (SIS), Learning Management System (LMS), Learning Activity Management System (LAMS), Asset Management System (AMS), School Conferencing System (SCS), system backup, remote recovery, full reports and statistics, wikis, blogs, forums, chat and network security.

2. Wireless Router / AP

With low power requirements and easy configuration, the wireless router provides basic connectivity for classrooms, allowing teachers to interact with their students in a more engaging way.

8. MOW – Magellans-On-Wheels

With the MOW it is possible to store and recharge up to 48 laptops and power peripherals using one single electrical outlet. This green and eco-friendly solution is up to 85% more power efficient and requires no additional infrastructure. The BatteryBay charging system is available for storing and charging additional batteries, providing continuous laptop operation during the school day.

3. Student Laptop

The MGseries are designed for all levels of computer skills in the increasingly demanding learning activities. Having in mind the needs of students and teachers, JP Sá Couto built the MGseries on the pillars of robustness, ergonomics, safety, and performance.

4. Classroom furniture

Specifically designed for young learners, our tables and chairs adjust to each individual student, making it easy to change the working position and seating posture. Colors and design lighten the classroom atmosphere, ideal for engaging students focus and motivation. The furniture mobility allows the classroom layout to be changed, supporting different ways of teaching and learning.

Download JPSC's 21st century classroom

MAGELLAN ON WHEELS (MOW)

THE ENERGY EFFICIENT ALTERNATIVE

It is becoming increasingly common for students to be engaged in active and cooperative learning—and increasingly imperative that this learning occur continuously, through the support of modern technology.

One-to-one computer initiatives are on the rise and schools worldwide are seeking durable, easy to integrate computing solutions that will enable them to create effective and efficient e-Learning environments.

Alongside this trend, is of course the prevalent challenge of establishing a more sustainable foundation for technology integration, and therefore, investing in technology that not only meets classroom needs within budget requirements, but is also eco-friendly.

Selecting a technology solution that will yield desired outcomes for instruction and learning brings to bear several factors for consideration.

Notably, and in light of the growing trend towards "green" technologies, energy consumption (power efficiency and its impact on performance), and total cost of ownership is at the forefront.

The MOW has become a foundation for technology integration; for building a powerful and sustainable computer-based learning environment replete with laptops and innovative software applications.

MOW provides an affordable, flexible and energy-efficient solution that can operate successfully no matter the location or condition of the learning environment.

Unique features of MOW technology solutions include patented High- Efficiency Power Management (HE™) and battery charging capabilities that enable all day, uninterrupted laptop use.

MOW, fully integrated systems operate at 85% electrical efficiency from one power outlet, solar panel or portable generator and require no additional infrastructure; ultimately enabling schools and organizations to deliver sustainable, versatile, and cost-effective e-Learning initiatives.

In consideration of the hazards associated with charging a large number of Educational Netbooks, EarthWalk has designed its mobile labs with its patented, non-hazardous "smart" charging technology (High- Efficiency Power Management or HE™) to ensure that the proper amount of power is equally distributed to each laptop without overloading the circuit or overcharging the laptops.

HE™ is a power supply and distribution system that allows all of the laptops and peripherals in the EarthWalk mobile wireless labs to operate at 85% power efficiency.

This high-efficiency education netbook charging feature not only eliminates the need for extensive wiring and infrastructure, but it also creates a safer computer learning environment.

> IMPROVEMENTS WERE NOT ONLY MADE IN THIS NEW CHARGING SYSTEM, BUT IN THE EDUCATIONAL NETBOOK BATTERIES.

Drawing on the latest advancements in battery technology, some of which are used in the hybrid automotive industry EarthWalk developed its SideKick Battery Pack – a universal battery solution designed to provide all day operational power to a large group of laptop computer users.

When this battery solution is charged through the exclusive power management system of EarthWalk's

mobile wireless computer labs, students and teachers are able to continuously use their laptops throughout each day, without interruption.

SideKick batteries are designed to power a laptop without the use of electricity for a full school day, charging at night when less power is being consumed by a school or community.

In developing this battery solution, EarthWalk incorporated the same eco-friendly, energy efficient technology that is a trademark of its mobile wireless labs.

SideKick's advanced battery chemistry utilizes nickel-metal-hydride that allows it to provide both longer laptop operational time and longer battery life span.

EarthWalk's SideKick Battery Pack provides a significantly longer power usage, and maintains up to 80% of its power through 1,000 charge cycles – making it more reliable and cost-effective for up to five years of use.

It includes an input switch, switching power supply and LED control circuit and a charging termination circuit.

As a result, the eco-friendly design of the battery pack eliminates the risk of overheating and the potential for fire.

Powered by:

EarthWalk Technology a step ahead

- **MOW** can safely charge up to 48 laptops and power peripherals (i.e. printer or AV projector) from **one electrical outlet**.
- **MOW simultaneously (no timers!)** charge all laptops in one-third of the time allowing to use all laptops at the same time.
- **MOW** draw a maximum of 7 amps making them up to **85% more power efficient**.
- **MOW** can provide **continuous** laptop operation by integrating additional battery charging systems.
- **MOW** can **integrate WOL network** capabilities and powering of peripherals.

"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada - Educator.

ENERSCHOOLS

LEARNING TO SAVE ELECTRICITY AT SCHOOL

ENERSCHOOLS is a multimedia educational project that aims to teach our young children what Electricity is where it comes from, how we consume it and especially how we can save it. Although it is focused on the "School" environment, the project induces a change in behaviour and prompts children to seek ways to save electricity at home as well. In addition to electricity, current key issues are also addressed, such as water conservation, ecology, recycling, meteorology, etc.

THE ENERSCHOOLS PROJECT EMBODIES A NEW LEARNING CONCEPT IN THE DIGITAL AGE SCHOOL.

Focused on Electricity Efficiency, this project, using multidisciplinary activities directed at the Teacher and the Student, aims to stimulate children's Initiative, the desire to establish Commitment and the capacity to assume Responsibilities.

It is, in fact, a result-oriented Skills Development Program (soft skills), which translates into a rationalization of the School electricity bill.

Content for a multidisciplinary approach in the classroom

As a free application, teachers and students can navigate according to the activities planned for each day of class, without having to follow a specific script. ENERSCHOOLS has been carefully designed to provide support for various courses (Portuguese Language, Mathematics, Environmental Studies, Civic Education).

Various types of content, with high visual quality, support the development of activities in the application: 3D videos, text, simulations, graphics and tables, games and images.

For the better platform operation, but especially a greater identification of the younger users with the concepts inherent in the project, two mascots were created, according to the age of users of the platform: ENERKID, a child that transforms into a superhero, in a mission to help save the planet; R3, a robot made from recycled materials, which helps ENERKID, mainly through the projection of videos that teach about the various energy sources and more.

The platform was developed for primary education, although its contents can be used also in the secondary education.

How was the project born?

ENERSCHOOLS has the EUREKA! European approval and was supported by the QREN SIID Inovação Program, ref. 5602.

To make the project a reality, we needed the involvement of a multidisciplinary team of Communication, Design, 3D and Software specialists. The combination of various perspectives made it possible to create an application that would meet the expectations of users (teachers and students), that would allow effective, innovative learning, that would encompass a playful approach that not only proportioned knowledge consolidation, but also provided moments of fun.

The pilot experiment at João de Deus School, in Coimbra, during the 2010/2011 academic years, allowed us to validate not only the application, but also, and foremost the concept itself and the high level of participation by Students, Teachers and Parents.

The project was developed by Take The Wind, a digital content company from Coimbra, who already have a commercial version ready for the market.

More information and free starter versions at www.kidsttw.com

"There are 1.83 billion internet users online. 2.10 billion is the projection for 2012."

INTERNET STATISTICS 2010 - AMAZING STATS.
http://www.youtube.com/watch?v=7XgWTGepCHo&feature=related

PORTUGUESE YOUNG PEOPLE ARE LEADERS IN NEW TECHNOLOGIES

STUDY. IF THERE IS ANYTHING PORTUGUESE YOUNG PEOPLE KNOW ABOUT IT IS COMPUTERS AND THE INTERNET. ALMOST ALL OF THEM HAVE ACCESS TO THESE TOOLS AND KNOW HOW TO PROTECT THEMSELVES

Moore's Law says, in a simplified way, that in a short period of time technology has evolved and doubled its capacities, reducing its costs. The Portuguese young people take credit for their own actions and, according to three European surveys, they are at the forefront of those who best master communication and information technologies (ICT).

For example, from 2005 to 2009, there was a 24% increase in computer and Internet users between the ages of 10 and 15 years old. "There has been a steady evolution since 2005 thanks to several programs which have been implemented since 1997, when ICT's Green Book was created", Luís Magalhães, President of UMIC - Agência para a Sociedade do Conhecimento, do Ministério da Educação e Ciência [Knowledge Society Agency, of the Ministry of Education and Science] explains to DN.

MORE THAN JUST USING THE INTERNET, YOU NEED TO KNOW WHAT YOU USE IT FOR

UMIC conclusions were drawn from three separate sources which have examined the Internet habits of young people aged between 9 and 16 years old at national and European-wide level: the survey of Internet use by families, conducted in the first quarter of each year by the Instituto Nacional de Estatísticas [Portugal's National Statistics Institute] in cooperation with UMIC; surveys conducted by the European project "EU Kids Online", on Internet safety; and surveys conducted under the Program for International Student Assessment. "Here we have data showing us that Portugal has been doing a good job in educating their young people to use ICT. For example the "Internet@EB1" program, where university students trained in ICT taught primary school students and teachers", says Luís Magalhães.

This is the most important point for Gil Ferreira, a specialized Sociology and Internet professor. "Having access to technology is a very good thing for the Country, but we must also pay attention to how we use it. We learn nothing from technology if we only use it for recreational purposes", he says.

The Portuguese young people say otherwise: 61% claim they use the Internet to do school work, well above the 46% European average.

There was also an increase in the number of young people who uses the Internet at home. If in 2005 this number was 62% of young people, in 2009 it reached 92%. In the higher education, all students used it. The "blame" is the reduction in Internet access costs, which allow unlimited use, "unlike a few years ago, when whenever someone surfed the Internet the phone bill would be astronomically high", remembers Magalhães. The young people group aged between 9 and 16 is the one that can do more for ICT: "The age group was chosen because this is the best time to absorb knowledge on new technology. It is also the age when they want to teach everything to their parents", says the president of UMIC.

(This article was published in "Diário de Notícias", on August 10, 2011. Author: Bruno Abreu. Illustration: André Carrilho)

"Learning through computers and the Internet combines learning about them with learning with them."

Victoria L. Tinio - Director for e-Learning of FIT-ED.

LITERACY AND LEARNING 2.0

BY ANGELA MAIERS[2]

Without a doubt, my 13-year-old daughter can text several paragraphs faster and more accurately than I can text one sentence. My 15-year-old son is my go-to person for all my TV, computer, and technology needs. He had all my apps downloaded and ready to go on my Droid phone before I knew how to turn it on.

Watching my 3-year-old niece navigate her way around the screen confirms what my friend, Chris Lehman, has proclaimed for some time: technology is like oxygen for this generation's kids.

Being tech-comfy, however, does not guarantee their competency online, or their digital literacy. Today's youth need to be fluent in the digital space. The advantage of being digitally literate is not such an advantage anymore, but a standard; one that is a fast track collision course with our lives outside the virtual world. Most people regard their online activity and their 'real lives' as different entities but by redefining what we know as life competency, we acknowledge that they aren't separate at all. The goal is to understand that online presence is the same as offline presence and the true potential of impact cannot be made until the wall between the two is non-existent. At times, the motto of many youth seems to be "In Google We Trust" new study coming out of Northwestern University that explores the savvy web skills (or lack thereof) of college students.

We perpetuate this trend of digital unpreparedness when we operate under the erroneous assumption that so-called "digital natives" are ready and equipped to face challenges of a new playing field. It is critical for institutions and organizations to pay attention to a person's specific skills and literacies rather than submit to the notion that age or generation gives one a free membership pass into the "New Literacy Club" of today.

I learned early on what it took become a member of what Frank Smith calls the "Literacy Club". Acceptance and membership was defined then by the thickness of the book, the speed of the tongue, and the amount one's brain could hold (at least until test time rolled around.) Comprehension was something that happened when the work with words was done.

I read differently now. I have learned that knowledge is both a cause and a consequence of comprehension. I am active and mindful of the work involved. I continue to challenge myself exploring both on and offline sources of information and inspiration. I am flexible as I move between these spaces; conscious of how to adjust and adapt the strategies I need to interact with and understand text in different forms and multiple mediums. Reading is not desk work – it is lifework. I understand that it is through and with others that I acquired knowledge, gained perspective, deepened my awareness, and began to understand myself and my place in the world.

Preparing students for the "real world" requires more than a course on PowerPoint or a class on search strategies. Web literacy is not just about being able to operate digital camera or create a podcast, or even the opportunity connect with another classroom. It is about looking critically at the content of web resources, understanding how and why a particular media is being used to shape thinking and behaviour, and most importantly having the competency and the confidence to communicate our own ideas and thoughts in both universes. What worries me most is the knowledge that "media/web" literacy skills in schools, if taught at all, are considered secondary or optional. In a time where students will do most of their reading, writing, and research across digital texts and mediums, I would argue they need these skills more than ever. And, more importantly, they need us to lead them into their digital future.

I share my story with you because many students see membership to the "literacy club" dependent on their ability to move through a masterable set of hierarchical skills: First, learn the sounds, then the letters, moving onto words and phrases, and finally, once that's all straight, thinking complexly.

It worries me that if we base instruction on a conceptualization of reading as a single line of development from simple to more complex tasks, it will perpetuate the myth that learning to read is over and done with by third grade.

I want students to see reading as a lifelong endeavour that grows in competence and confidence the more it is practiced across increasingly more difficult and diverse text. In an era of new literacies, we are in a simultaneous state of learning to read and reading to learn. Think about it. The literacy club is expanding. Students can now easily join the Blog Literacy Club, the Twitter Literacy Club, and a myriad of other networks that requires a mastery of critical thinking.

Aren't we all emergent readers when we encounter new texts and mediums that push the boundaries of genre, form, format, and mode on and offline?

The rules of the Literacy Club have changed – all members, regardless of age or grade, must be active and strategic to navigate the quickly-changing world with the incorporation of the web. They must always be flexible and mindful of the new ideas they may encounter and reflective and purposeful to process this new information. Bridging the gap allows us to be courageous, engaged, and responsible so that we can be responsive to the new adventures that await us.

I am proud to say, this is the reader I am today. Unfortunately, I was not taught to be that reader in school. If we are serious about Literacy 2.0, these are the lessons we must pass on to our students. No longer is being fastest and first done the goal. Let our students know that membership into the literacy club is a lifelong honour, affording them privileges and pleasures of engaging in the world in remarkable ways. The doors are always open, new members are celebrated, and we always welcome back those who have fallen away.

([2] Angela Maiers is an award-winning educator, speaker, consultant and professional trainer known for her work in literacy, leadership and global communications.)

"YouTube is doing 3 BILLION video views per day, or as it points out, the same as half the world's population watching a video on the site daily."

http://www.businessinsider.com/youtube-getting-3-billion-video-views-per-day-2011-5#ixzz1NNfYJyDp

RE-IMAGINING LEARNING IN A CONTEMPORARY TECHNOLOGY-RICH WORLD

BY BRUCE DIXON[3]

Living and learning in a technology-rich world changes everything. Well it should... but too often, the results haven't always been as expected. The Living part is of course, now the way we all complete our daily routines; there is nothing we do that is not now touched by the ubiquity of technology in every facet of our lives.

It's the Learning part that is problematic.

We've lived in a technology-sparse environment in education for so long that we have even forgotten what expectations we might have had at one time for how learning would be transformed as technology immersed our schools, and beyond. On one level we should not be surprised, because it has taken us so long to leave behind old assumptions about technology access belonging to a lab or being shared, rather than being a truly personal experience. We will surely look back in years to come and wonder how we ever believed the learning environments for young people at the end of the first decade of the 21st Century should not have been truly technology-rich.

But such has been the (mis)fortune of students and educators alike, who now have the good fortune and opportunity to break new ground, discover new possibilities, as they re-conceptualise the nature of teaching and learning in a technology-rich learning world.

If for one moment, you forgot what you knew about schools, and schooling, and you re-imagined where and when learning for students now in the second decade of the 21st Century happened, how it happened, and what was learnt ....what would it look like?

Is it possible in your re-imagining, that your thinking about learning would not necessarily focus entirely on buildings and an institution called school? Is it possible that your thinking would not restrict learning to timetables, schedules, and school days, but rather might see it as something all people did, most of the time? ...and is it also possible that the learning would be most powerfully connected and created through ubiquitous access to technology?

This is in fact the reality of learning in a contemporary society, where technology is now so embedded and so much a part of the way we live, that our traditional thinking about schools and learning has to be re-thought, reshaped..and re-imagined. When we already have four or five countries around the world each providing more than half a million of their students with access to their own laptop computer and the internet, we can see that we are in the midst of an unprecedented shift in where, when and how learning takes place, and when we connect together the innovative thinking that is emerging from hundreds of schools around the world, we are talking transformation.

Our work in the Anytime Anywhere Learning Foundation over the past 15 years, has seen us partner with educational and policy leaders across more than 30 countries who are focused on increasing the opportunities for all of their students, through the development of new pedagogical insights and perspectives that leverage universal technology access. This means thinking of schools not as the places of learning, but rather as a place where learning can nurtured; this means thinking of the learning as something that happens by connecting people, building personal learning networks, and reaching out to build collaborative learning opportunities.

So much of what we have done to date with computers in education has been at the behest of a compromise of access. How can so much of the research in this field be taken seriously when it was completed against a background of unreasonable compromise? Why has so much time, energy and funding been expended on the 'impact of technology on student achievement' when the vast majority of it has been based around minimal access to the technology, and at best, trivial leverage of the opportunities the technology can provide for both teaching and learning?

This is truly the most challenging...but undoubtedly, the most exciting time to be an educator or educational leader. We have unprecedented challenges to address, but an extraordinary range of possibilities that universal technology access provides for us to explore.

We must therefore continue to look to seek answers to the big questions..and the powerful ideas that follow. Questions that focus at the heart of what learners do. Questions that seek answers that open doors to learners, open schools to new thinking and practices that inspire teachers and students, and open young minds to new ideas.

([3] Bruce Dixon is the Co-founder and President of the Anytime Anywhere Learning Foundation. The recently released White Paper, The Right to Learn, can be downloaded from the Anytime Anywhere Learning Foundation www.aalf.org)

"New projections by the United Nations suggest the world's population may surpass 10 billion by 2100."

NY Times.
http://www.nytimes.com/2011/05/04/world/04population.html?_r=2&partner=rss&emc=rss

NEWS

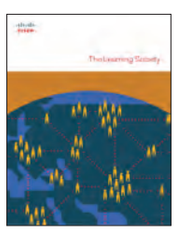
INTERNET RESOURCES

Tech-Plug in to see the brighter side of life

Technology has changed our lives in all different dimensions. And such a strong force is usualy blamed for the new civilization problems as decline of physical health and inteligence or the lack of relashionship between parents and children.

What this research wants to show is that "a tech future is a surprisingly bright future" and that "the more families embraced technology, the more they embraced life in general and the more positive they were about our future."

Download: http://www.communispace.com/uploadedFiles/ResearchInsights/Research_Patterns/MacroTrends_TechFastForward_PlugInToSeeTheBrighterSideOfLife.pdf



Cisco-The Learning Society

Building more and powerful schools and universities was for some time the way to respond to the increasing need of learning. In this Cisco's report they say how that's not enough and the solution for the new learning is moving from Educational Systems to a Learning Society, where education is not separated of the rest of the society.

Download: http://www.cisco.com/web/about/citizenship/socioeconomic/docs/LearningSociety_WhitePaper.pdf

More Information: http://www.cisco.com/web/about/citizenship/socioeconomic/globalEd.html

The NMC Horizon Report >2011 K-12 Edition

This collaboration between the New Media Consortium, the Consortium for School Networking and the International Society for Technology in Education, makes a preview about the place that some emerging technologies can have in the educational system. Cloud Computing, Mobiles, Game-Based Learning, Open Content, Learning Analytics and Personal Learning Environments are distributed and analyzed in 3 different groups, depending on how much time will take for them to be "mainstream" for teaching.

Download: http://www.nmc.org/pdf/2011-Horizon-Report-K12.pdf

More Information http://www.nmc.org/publications/2011-horizon-report-k-12

"US Dept. of Commerce ranked 55 industry sectors by their IT intensiveness. Education was 55 out of 55- the lowest...below coal mining."

http://kevincorbett.com/2011/06/learning-to-change-changing-to-learn/

JP Sá Couto

JP Sá Couto is a Portuguese company dedicated to the design, development and distribution of Technological Solutions, leader of a pioneering reference initiative for education based on ICT. Based on existing agreements and projects running, JP Sá Couto is the largest OEM worldwide to deploy Intel Classmate-based educational netbooks, operating currently in more than 20 countries directly or through Partners.

Perafita (Matosinhos) • Portugal (EU) • +351.22.999 39 00 • magodm@jpsacouto.pt • www.mymagalhaes.com