

Schoolnet Report - FRANCE

What is a Schoolnet?

The term "Schoolnet" is the abbreviation of "school networking" (the use of networks in schools). The adoption of networks in schools consists of the establishment of electronic connections between schools and pupils with the aim to improve teaching and training. The physical installation and the organisational structure make it possible to create and manage this connection, called Schoolnet.

It is necessary to distinguish between two types of schoolnets:

- Game-based schoolnets: free sites for children and teenagers
- Educational schoolnets: Mainly used in the educational system (primary, secondary and higher schools), controlled and labelled by the ministry for national education.

Our research in general is related to educational schoolnets. In the broad sense of the term we are interested in the educational use of ICT (Information and Communication Technologies).

Schoolnets and policy

Since 1995 the ministry of national education and the ministry of research and technology (MENRT) have been carried out a voluntary policy, aiming at developing communication and information technologies (ICT) in schools and higher education. There are two types of objectives:

- Creating a technical, cultural and economic environment, in which these technologies are increasingly present.
- Changing the forms of training, regarding to reforms engaged in the education system.

To achieve these goals, many actions were carried out.

In 1995 a first programme, which processed a lot of data, fixed the main trends of the business data processing in the school field. In August 1997, the government launched a governmental action plan for an information society (PAGSI). Since 1998 the S3IT (strategic programme of telecommunication and information systems) included educational and communicational data processing opportunities. 2002-2004: Observation of the organisation and tasks of personnel which is involved in development of the educational use of ICT.

2004-2005: The DUI (delegation for the use of the Internet and the SDTICE - Sub-directorate of communication and information technologies for Education) launched six programs and projects: "young people and families", "digital resources for schools and higher teaching", "ICT supported education", "infrastructure and services", "pedagogical use of ICT" and "quality, security and dissemination".

Main governmental actions:

- Development of IT structure in educational organisations
- Websites in schools
- Change to high-speed Internet connections
- Accompaniments for teachers: Advised by the vice-chancellor for ICT, teams of experts in order to support teachers have been established. In detail, 8000 educators responsible for technical support in schools and colleges are working on this task.
- Pilot runs in 1500 schools, colleges and high schools highlighting the innovative use of ICT.
- Creation of "C2i level 1" aiming at developing and reinforcing communication and information technologies and the use of them, by students and pupils in higher educational establishments.
- A C2i certificate of level 2 was founded, which is more specific concerning various subjects.
- Creation of the mark "RIP" (deposited at the National Institute of the Property Industrial INPI), that recognizes educational interests for CD and DVD-ROMs.
- Subscription of many agreements, aiming at releasing the reproduction rights and representing them within the educational field.
- Equipment in form of portable computers and digital resources for all inspectors of national education.
- Creation of the national incubator "Beautiful of May" dedicated to multi-media education and culture in the year 2000.
- Missions, seminars, conferences as well as a permanent technological survey are organized. Studies are carried out on certain current topics.

Who are Schoolnets designed for?

Administrative personnel for example, that offers services like the management of inscriptions, online forms, téléprocédures and data bases including information of classes, pupils and teachers are users of schoolnetworks.

Teachers use the schoolnet to prepare their courses, to gather information and to organize and manage classes, allowing a diversified pedagogy and individual education for pupils.

"Virtual office" or "electronic office" offers a simplified access to teaching materials, educational or administrative resources, apart from the place of work. Furthermore it offers a possibility of sharing information with other teachers, parents of pupils or, people with academic websites.

Leaders of schools, the vice-chancellorship and the school inspectorate get tools for piloting as well as support for decision-making (indicators, dashboards, statistical software for analysis, forecasting models and instruments of assistance for evaluation, etc.)

Pupils find educational activities (stories, articles, drawings, music, databases, newspapers, resources on subjects developed in class (history, sciences, geography, mathematics, visual arts, languages, data processing, chemistry, natural science, etc.), traditional games, visits of museums and sites in the whole world.

What do Schoolnets contain?

Content:

- Audio-visual resources, teaching resources with documentary notes, image data bases and multimedia products.
- Open and distance learning opportunities (e-learning), all levels of teaching and various topics (sciences, technology, right, management, art, etc)
- List of websites, servers and portals concerning educational activities.
- Information of events and news related to education, support for teachers to prepare their courses as well as support for students.
- Educational games (learning to read, to write, to draw, etc.)

Who is involved?

Mainly involved is the ministry of education in combination with private companies and associations, webmasters, universities, schools, colleges which supervise websites used in the educational field. These sites are controlled and can get the label RIP (Recognized Teaching Interest).

Some centres of multimedia-based resources and information also manage image data bases and produce multimedia resources (CERIM).

With regard to the game-based sites for children, developers are varied and deprived. These sites are not controlled. Some investigations towards consumption index these sites, analyze them and produce an index with reliable sites.

A study concerning NICT sites intended for children from 6 to 11 years checked 81 game-based French-speaking sites. A list with the 20 most secure websites has been drawn up. <http://www.conso.net>

What research has been done about Schoolnets?

Main subjects of research about schoolnetworks in France:

- Equipment of school establishments.
- Use of the NICTE in teaching (descriptions of various experiments).
- Distance education and costs for assistance (helpdesks).
- Legal and ethical aspects (protection of users related to the content).
- Repertory of principal sites for digital documentation.
- Necessary organization within the establishments to facilitate the fast and effective introduction of ICT.
- Necessary material, software infrastructure and networks to offer students access to available learning resources.
- Cultural changes imposed by these new methods of education.

The investigations, documents and files on the educational use of ICT are numerous. The following list is not exhaustive and these information is available under <http://www.educnet.education.fr>.

Investigations

INSEE survey 2002:

According to an investigation published in June 2002 in "INSEE", new and first-time-established technologies gain ground in France, thanks to the Leadership in schools. The equipment development and use in schools is bigger than in the other public services.

Indeed, 49% of the children and teenagers aged 6 - 14 and almost 100% of the 15 years old and elder have access to a computer in their institutions. Three quarters have access to the Internet.

20% of the pupils never use the computers of their establishment, 50 % use them at least once per week and also pupils aged 6 - 14 use it at least once per week. At school, 92% of the use concerns the educational issues, 73% for education and information. Less than 10% use it for games.

On the other hand, at home, it is the opposite: Students aged 15 - 19 use it especially to play games (75%) and to listen to music (53%), even if two thirds also use it for their school work. www.insee.fr

OECD survey

Changing economic and social conditions are giving education a central role in the success of individuals and nations. As the final stage of formal education for the majority of students in OECD countries, upper secondary education is a crucial link. How successful are upper secondary schools in meeting the demands of modern societies and what are the main obstacles that they perceive in preparing young

adults for life and a longer and increasingly complex transition from education to employment?

The publication “Completing the Foundation for Lifelong Learning – An OECD Survey of Upper Secondary Schools” provides, for the first time, internationally comparable data from schools on these issues. It sheds light on how upper secondary schools are managed and financed, on their approaches to securing qualified teachers and the difficulties they face with this, and their efforts to support the professional development of teachers. It also compares student admission policies and how upper secondary schools support students in their transition to the world of work as well as the extent to which schools are successful in integrating information and communication technologies into the instructional process.

The report is based on OECD’s International Survey of Upper Secondary Schools that was conducted in 2001 in Belgium (Flemish Community), Denmark, Finland, France, Hungary, Ireland, Italy, Korea, Mexico, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland. While the primary objective of the survey was to develop insights into the functioning of upper secondary school systems, it has also served to pilot new methodologies that allow for cross-country comparisons at the level of educational institutions. The further development of these methodologies will allow international comparisons to increasingly look beyond aggregate country performance and incorporate variations in the provision and processes of education within countries. This, in turn, will allow for better insights into issues of equity in the provision of education.

<http://www.oecd.org>

STUDIES AND INVESTIGATIONS ON ICT CARRIED OUT AT THE REQUEST OF THE DIRECTION OF TECHNOLOGY

YEAR 2005

[Survey ETIC \(in progress\)](#)

The investigation “ETIC” (Investigation on Communication and Information Technologies) has the aim to collect indicators for equipment the use of ICT in schools and colleges, which are necessary for piloting ICT and for the dialog with various partners of national education, in particular with the local authorities. ETIC addresses itself to all schools and public establishments of the second degree.

This investigation shows the constant evolution of the number of computers and the number of Internet connections in schools, colleges and high schools.

YEAR 2004

[Inquire of measurement of the degree of practice and use of audio-visual works in the schools, the public and private establishments of the second degree and in the IUFM, in metropolis](#)

Report/ratio of analysis - March 2004

Ipsos/Ministry for national education, the higher education and research

Main results: Less than 40% of the students are regular users of audio-visual applications (from one utilisation per week to one utilisation per month).
The main reasons are the lack of time and the lack of experience.

[Which usage of audio-visual applications in schools, colleges, public or private institutions and in the IUFM appear in France?](#)

Report/ratio of investigation - June 2004

the Sphinx/Ministry of national education, of higher education and research

YEAR 2003

[Study LCMS \(Content Learning Management System\): management tools of digital resources in education](#)

Company interactive Business - Oct. 2003

The use of LCMS makes it possible to re-use in-house supplies or even supplies from other establishments, if the produced content is in conformity with the standards.

YEAR 2002

[To integrate e-learning - Format pdf: 69 KB](#)

Collective of the Mill - January 2002

[Impact of standardization on the devices of teaching - Format pdf](#)

Gem - February 2002

[Comparative study of the platforms of e-learning](#)

Oravep - update 2002

YEAR 2001

Site of the academy of Poitiers on the experiment of Vienna:

<http://www.ac-poitiers.fr/1prof-1micro/>

[Note on the standards for education](#)

Jacques Handlebar - June 2001

Actions of standardization, organizational and principal aspects.

[ICTE: production and practice](#)

Gem - May 2001

[Practices regarding standards for on-line training](#)

Gem - May 2001

YEAR 2000

[Technical and educational comparative study of platforms \(open and long distance education\)](#)

[Report concerning the usage of videoconferencing in higher education](#)

Roxane Ologeanu, doctorante - September 2000

Program "Administration of national Education and technological innovation in the field of the ICT".

[Study on websites of universities](#)

Kosmos company - June 2000

Advantages and disadvantages, problems and perspectives of optimisation.

[The videoconference: usage, strategies, means](#)

Gem - June 2000 (pdf 6.9Mo) - [appendix 1](#) - [appendix 4](#)

YEAR 1999

[Observation and analyses on the usage of information and communication technologies in education](#)

Serge Pouts-Lajus and Sophie Tiévant (EXCEPT) - December 1999

The monographic studies tackle questions relating to the attitudes of the teachers, the creation of web sites for establishments, the site of the computers and the management of the data-processing parks.

[Uses and needs for digital documents in higher education and research](#)

Foundation House of the Social sciences - Sept. 1999

This study carried out within the scope of the pilot phase of the Program "digitalization for the higher education" and the research implemented by the foundation house of the social sciences.

[Technical, educational and comparative study on possibilities of open and remote education](#)

Oravep - Sept. 1999

Reports of analyses of seven platforms and investigations of higher education establishments

YEAR 1998

[The use of communication and information technologies for pedagogy in establishments of higher education](#)

Gem and CUME - January 1998

This paper summarises the research carried out by three workgroups of French university faculty members (engineers and educational specialists) between 1997 and 1999, organised by the scientific group GEMME.

It lists the objectives when introducing information and communication technology in universities and their consequences, organisational and technical. It concludes on necessary co-operation of services to resolve organisational problems. It proposes some technical solutions especially to provide students with necessary resources and tries to evaluate some costs, financial and human, of the whole process.

INVESTIGATIONS AND STUDIES CARRIED OUT BY THE ORME

The ORME (observatory of the multi-media resources in education) has the task of observing the usage of multi-media, and more generally of information technologies in the education system.

2002

Analyse of teaching actions presented at the educational multi-media conference (January 28, 2002) | Helene Cousin, Philippe Rajon - ELM

January 28, 2002, more than 200 people (chiefs of establishments, teachers, inspectors, representatives of local authorities, parents of pupils and persons in charge for the network CRDP and the academic services) joined together with the CRDP to attend the 1st conference on educational multi-media, in the presence of the vice-chancellor.

The objective of the day was to highlight, through concrete examples, the high value of the use of multi-media in education (for the teacher as for the pupil), to propose solutions to solve the encountered difficulties and to consider extensions to other situations of training.

2001

“What does one learn with the computer?”

Analyse of teaching cards of the Communicante® School from the meetings of the Elm 2000 and 2001

Helene Cousin - 2002

125 possibilities of the use of the ICTE in establishments were presented on Space Communicating School to members visiting meetings of the Elm in 2000 and 2001. This broad range of practices is presented and analysed by taking account of concerned, disciplinary trainings, of more specific trainings, or even of other trainings.

[See the report/ratio](#)

[To download the report/ratio](#) (format pdf)

Access to the [complete site](#) of the School Communicante® 2001 and the Digital Campus 2001

Access to the [complete site](#) of the School Communicante® 2000

2000

Scientific and technical teaching through teaching actions to integrate the use of multi-media applications

Helene Cousin - Space Communicating School, meetings of the ELM 2000

The analysis is focused on the implementation of teaching cards “Communicating Ecole” at the time of the meetings of the ORME 2000. These cards were filled out by teachers (and other educational staff) and enable them to present their contribution to this activity.

[Télécharger the report/ratio](#) (compressed file)

Artistic and cultural education through teaching actions integrating the use of multi-media | Helene Cousin - Space Communicating® School, Meetings of the ORME 2000

The Communicating® School is a space for demonstration of products and services by teachers, their pupils and companies concerning best practise examples. In 2000, the meetings of the ORME were held on its intended days “Art and Culture”.

Artistic Education is being used in activities of history and French as well as in interdisciplinary or out of school programmes (College’s club of astronomy).

The pupils take part in research-, information-, production-, and publishing-activities, but especially in communication-activities

[Télécharger the report/ratio](#) (compressed file)

Space Ecole | Jériko - May 2000

“To extend the field of practices in establishments and schools, the teachers need to observe products and services placed at the disposal by the industry, producing educational multi-media contents. Furthermore they observe practices developed by others.

To develop multi-media applications, the industry needs observations to get information of the practices and the use of multi-media contents in establishments and schools.

Within this framework the company JERIKO requested ORME to launch online services called “Spaces Schools” (services supported by the MENRT/DT). “

[Voir the report/ratio](#) (This document contains the rough questionnaire, which was filled in by teachers to take part in this observation).

Applications

Click with the catch: To write with the computer in the college

This application designed for French teachers in colleges, contains many teaching activities using communication and information technologies.

- In the first part of the teaching activities using text processing it is proposed to support pupils to learn easier languages, reading and writing.
- A second part presents the software: ELSA, iQCM, iTexte.
- A third part is devoted to the information retrieval on varied topics.
- A fourth part approaches the production of dictionaries on CD-ROM, communication software and software for web applications (written with various tools offering design applications).
- The last part is devoted to the achievements of multimedia applications.

Briswalter, Yaël. *Click with the catch: to write with the computer in the college*. Grenoble: CRDP of the academy of Grenoble (multi-media Objective), 2004, 235 p. + 1 cédérom

The world of images: To understand images and how they are manipulated

Many illustrations and a lot of humour allow users to understand what images are and how their authors use them to give them such or such a direction. The objective of this work is to make readers more capable to decipher images and thus to exert its critical direction.

Gervereau, Laurent. *The world of the images to include/understand the images not to be made handle*. Paris: R. Laffont, 2004, 95 p.: it.

Towards the virtual mammoth? The school and ICT

This work makes it possible to think of the insertion of technologies in education and training while sticking in particular in the transformation process of the education system. Several articles are devoted to virtual campuses and experiments. Some occupy the industrialization of education and others occupy how ICT changes lives from teachers and others.

Towards the virtual mammoth? The school and ICT. Paris: Harmattan, terminal, 2001, 191 p.

Files

Guide development of a charter of use of the ICT

In the information letter 2004-035 from 18-2-2004, the Education Minister indicates measurements which are to be implemented to guarantee development of the internet within the teaching framework.

These measurements are distributed according to three topics:

- To train and sensitise users.
- Assistance in the selection and the control of information, accessible through the Internet by technical devices.
- Implementation of a better information flow between establishments and decentralized and central services of the ministry.

Ministry for national education, higher education and research; DT. *Guide development of a charter of use of the ICT*. Paris: Educnet, 2004
<http://www.educnet.education.fr/aiedu/guide-charte.htm>

Digital handbook

This file was published at the "Numérique" seminar (Abbey of Fontevraud, September 29, and 30 2004).

Synopsis

- Concepts: textbook, digital handbook, digital portfolio
- Actors: partners from different partnerships, national education, authors of textbooks, editors of digital handbooks, local authorities, associations,
- Stakes: teaching stakes, socio-economic stakes

- Experiments and uses: digital handbooks, portable computers, digital spaces of work (ENT), specific educational needs
- Legal and lawful framework

A bibliography presents various reports, texts and articles. The majority is accessible online. It is organized in four parts: textbooks, digital handbooks and portfolios, digital university edition and digital books.

Ministry of national education, higher education and research; DT; Center of multimedia resources. *Digital handbook. File.* Educnet site, 2004
<http://www.educnet.education.fr/dossier/manuel/>

Schoolnets in Schools - What do Schoolnets do? How do schools use them?

Primary and secondary schools use the ICT in 5 areas of activities:

- To exchange, communicate, collaborate, cooperate
- To produce, create, publish
- To search for documents
- To form themselves, for self training,
- To animate, organise, lead

Pupils have access to software for:

- Office applications.
- Learning.
- Game-based applications

The principal possibilities for the use of the ICT in higher education are:

- Sets of themes with digital universities (64 created between 2000 and 2004).
- E-learning (online education), open and distance learning.
- Digital portfolios
- Documentation (digital resources).

Financial aspects of Schoolnets - who finances Schoolnets? Who sponsors or supports them? Is the industry involved? Is it funded by the government or by private companies? Who are the sponsors? For example Microsoft, INTEL etc.

The state grants subsidies within the framework for specific experimental projects. Some examples of financing:

- Attribution of 9,15 ME to the University IUFM Institutes
- 12,12 ME for the creation of digital on-line Campuses, 20,58 ME for the creation of a innovating network, audio-visual and multi-media equipment to support the co-operation between the companies and the public research teams in the field of audio-visual and multi-media at school.

- In the year 2000 15,25 ME were spent to start C-Source. State and private investors support young companies in the educational, multi-media sector (as share holders).

Several companies, organizations or associations decided to contribute to the achievement of the objectives when developing the ICT in education. Here is the list of the partners, which concluded agreements with the ministry:

- **AFUL:** Free software for setting in networks in the establishments
- **ALCATEL:** Access to fast data flows in the communication networks (Intranet and Internet)
- **APPLE:** Free devices of training and education.
- **ARPEJ:** To build a legal, economic framework and technique which facilitates the circulation and the use of contents of press within the field of education
- **BBC WORLD:** Release of the programs of BBC World to pupils, students and teachers.
- **BULL:** Design of educational products within the use of multi-media by the staff of the national education, implementation of a solution of protected access of pupils to the data-processing working stations and the networks
- **CAMIF:** Support in development of ICT in educational and French establishments.
- **CNES:** Realization of teaching aids allowing teachers to use contents and experiments relating to sciences and technologies in classrooms.
- **CNIL:** To guarantee a reasonable, careful and protected use of the Internet and the multi-media contents
- **COGILAB:** To raise the protection of underaged persons within the Internet with preferential conditions.
- **DIGITAL:** ICT training for teachers.
- **FORUM of the RIGHTS on the Internet:** Publicity campaigns of pupils and professors regarding the legal provisions and knowledge which allow a “sure” and controlled use of networks and the internet
- **France 5:** To facilitate the use of audio-visual applications in educational establishments.
- **IBM/LOTUS:** Acquisition of software by the school establishments under preferential conditions (50% of the public price).
- **INSEE:** Use of information of the National Institute of Statistics and economic surveys within the school framework.
- **INTEL:** Actions for equipment, technical training and support in handling of software tools.
- **THE POST OFFICE:** Opening addresses and personal electronic letter boxes for pupils in an educational context.
- **Weather-France:** Meteorology in school teaching, with support in new technologies.
- **MICROSOFT France:** Actualization of the operating systems of the schools, colleges and high schools (updated free, usage of the software with 50% of the public price)
- **OPTENET**
- **RTP:** Authorization of reproduction and representation of programs of the chain of Portuguese television with the aim of teaching and initial training

- **RTVE:** Liberalization of programs of TVE (radio and Spanish television) for pupils and teachers.
- **SPP (Trade union of the Parisian Press):** To build a legal, economic framework and technique which facilitates the circulation and the use of contents of press within the education field
- **SUN MICROSYSTEMS:** Acquisition of software by the school establishments under preferential conditions, to ensure the services of assistance and technological survey.
- **XOOLOO:** Contribution to the implementation of a protected use of Internet for children, of a simplified procedure of the Xooloo service in the school establishments and the local communities.

Organisational aspects off Schoolnets - how are they organized? Who manages them? Who promotes and advertises them?

The head office of technology organizes many [conferences and seminars](#), requests [studies and reports/ratios](#), orders [tools of accompaniment](#) for projects concerning ICTE in universities. In addition, the ministry for education is very present in two other fields:

1. digital resources for teaching

Regarding the digital resources, the Ministry takes various actions, in particular:

- A policy of assistance to the location, the production and the spreading of multimedia and audio-visual content. The centre of resources and information with national vocation is called [CERIME](#);
- Support for sites or emissions taking part in the spreading of multimedia and audio-visual resources, in particular [Les Amphis de France5 and Channel-U](#);
- Support for the production through a constantly updated specific device.

2. research on educational use

- Fourteen teams were approved to work on themes concerning ICT in the educational sector. The work of the teams of Technological Research in education (ERTE) can be accessed via a thematic webpage.

The ministry clearly identified legislation and laws which can block the generalization of the use of the ICT:

- The statute of the educational-researchers in higher education;
- The creation of operations by public agents.

Examples of Schoolnets - provided websites and information about them

There are 5 types of websites:

- Institutional sites
- Websites of teachers (first appeared in 1995)

- Websites of private companies and editors
- Websites of European school networks
- Websites of French-speaking writers

A repertory of these 5 types of websites is available on
<http://www.educnet.education.fr/documentation>

Prim ICTE

Since the beginning of the school year 2004 the operation “Interactive Tables” is going on. It is possible for schools to test the use of interactive tables under ordinary teaching conditions. The description can be obtained via :
<http://bd.educnet.education.fr/urtic/primICTE/>

Educasource

www.educasour.education.fr

This site, intended for teachers of primary and secondary education, indexes more than 9000 references of digital teaching resources including documentary notes.

Educasup

www.educasup.education.fr

This site provides audio-visual and multimedia resources for higher education.

Cerimes

www.cerimes.education.fr

The centre of resources, information and multimedia for higher education facilitates the access to information and to digital resources for pedagogy in the field of higher education. It manages sites (in addition to Formasup, Canal U and Educasup already quoted, a legal site like Légamédia (www.legamedia.education.fr), and a site carried out by the university network of the centres of self-training (RUCA) (www.univ-enligne.prd.fr); it manages image data bases and produces or co-produces multimedia documents.

Formasup

www.formasup.education.fr

This site contains, in addition to a catalogue, all necessary information (current events, studies, analyzes, etc.) concerning open and distance training (e-learning) on university level in France.

Gate of the Scientific Internet

This site provides information about current events or debates.

www.sciences.gouv.fr

The hand with the paste

The site the “hand with the paste” is intended to help scientific and institutional teachers and trainers to set up a high quality teaching of sciences at the primary school. You will find classroom activities, scientific or teaching documents, tools of exchange and collaborative work.

www.lamap.fr

ELM (Observatory of the multimedia resources in education)

<http://www.orme-multimedia.org>

Use of ICT in schools

Educational use of ICT in primary education

A repertory of teaching scenarios gathering the descriptions of the use of ICT in primary education is given below:

[To write a mystery story within a network](#)

Production of long narrative writing with episodes engaging 4 classes using TBI, text processing and e-mail.

[To discover the alphabetical principle using a video projector](#)

The first names are written in a file presentation (Open Office) or Power Point (Microsoft Office). They are laid out in a random way. The file is projected on the white table using the video projector.

[Creation of a sound landscape around a tale in nursery school](#)

Working on citizenship and education concerning health, mastery of the written language and the oral language is offered through the adaptation of a tale story.

[Kidsmart: Forms and Positions](#)

From the Millie software, the house of the mouse: realization of geometrical forms.

[To create a comic strip](#)

Drawings are invented and carried out in visual arts (digital). The process starts with a novel.

[Realization of a CDROM and an Internet site concerning the local inheritance](#)

Matisse and Godin: This situation allowed the constant use of ICT without losing the objectives laid down within the framework of the fight against illiteracy.

[Digital application offering the service of writing in a collective way.](#)

The aim of the project is to write a collective book – the topic of the book is “the tree”. The creation was nourished by the study of a youth literature book.

Use of the ICT in higher education

Various actions are carried out by the ministry for education to promote the usage of the ICT in higher education regarding the dialog between many groups or associations of actors who work in this field.

Digital universities sets of themes

The so called University campuses (UNT) are organizations “without walls”, installed in several universities or high schools, with complementary competences. Essentially, interdisciplinary groups and their production are directed towards the student. However, some of them can be organized around common topics to the

UNT (ICT, Internet, Ingénierie, Ergonomie, etc.) For this reason the elements of equality or the division of services were represented. Two are operational: UMFV (French-speaking Virtual Medical University) and UNIT (UNT for the Engineering). Two are in the course of constitution around ecological management and rights. Two are in emergence: Earth and life sciences. Parallel the elements centred on languages, ergonomic, royalties, etc., are focused on feasibility.

Digital campuses (e-learning)

The objective of the digital campus is to set up a national qualified offer of open and distance learning (FOAD) that is competitive on the international market. Within three years (2000-2002), under the patronage of the technology head office, the French higher education has developed a common strategy for ICT, the creation of 64 French Digital Campuses consisting of approximately 80% of public universities. All large disciplinary fields were concerned within this new offer of education:

- Sciences and Technology: 18
- ICT and pedagogical studies: 8
- Medicine and health: 15
- Law, Economy, Management: 8
- Social sciences: 9
- Others: 7

In addition, the spreading of partners in Europe and in the world shows the width of the opening to the international sector:

Four specific digital campuses were selected: ESUP-gate, ENCOR, EPPUN, Assembles-Cristo. They should be constituted as a leader for shifts in universities.

Digital universities in different regions of France

The government decided to encourage the access to training in every territory by the deployment of digital universities in area (UNR), in particular in average cities and in the universities of the Paris region.

There were two aims:

- Offering online services to students: obtaining educational certificates, administrative information, report cards concerning the environment, housing, obtaining residence permits, etc.
- Offering online teaching resources: courses, teaching support, etc

The methods consist of tripartite contracts between groupings of establishments, local authorities and the ministry.

Why should we have Schoolnets? - What has been said about Schoolnets? Is there any publicity? Are there close releases or advertising projects about Schoolnets in your country? Have they run special and organized projects or campaigns? What are they?

Little information is available in France, apart from the specialized press.

Finding Schoolnets concerns a personal step.

The press is specialized on data-processing reviews, reviews for teaching, Internet pages, etc. Following you can find some sentences from the specialized press:

- Schoolnets transform data into a powerful tool to improve teaching and learning.
- Schoolnets improve the quality of educational systems
- They help educational staff, educators and students to achieve extraordinary results.

You can also find articles about advantages and disadvantages of schoolnets on different websites.

Any other information, examples, research on Schoolnets?

Le préau

Created in 1997 by the C.C.I (chamber of commerce) of Paris, Préau is a centre of resources and accompaniment for the implementation of communication and information technologies in education and training. Through its network of members, Préau animates a community to exchange practices on e-learning. It takes part in this necessary sensitive process of trainers, teachers and companies concerning training centres and the educational use of ICT. Furthermore, it offers:

- Documentation resources,
- Information and current events on the web site www.preau.ccip.fr
- A newsletter every two months.

Préau also offers trainings:

- Media and ICT, workshops concerning practices of ICT in e-learning (courses vary from 4 to 8 hours).
- The University Diploma of “Stimulating originator of on-line training” (the CAFEL) offers training using mixed methods (in school or on-line) with a tutor, in collaboration with the university Paris X Nanterre.
- “Optimise the conditions of success of your e-formations”: Educational actions with focus on accompaniment within the implementation of ICTE projects.

It organizes presentations and teaching demonstrations of innovations, supported by the ICTE. It gives devices for the implementation of e-formation to councils, companies and training agencies helping them to create and produce “online training courses”.

Furthermore, the Préau realizes studies on schoolnets using partnerships with actors of e-learning.

Examples of European Schoolnets for schools

The educational gate European Schoolnet

The gate is an initiative of the Ministers for education of countries of the European Union. The European Schoolnet aims at giving an answer towards the action plan of the European Commission "Learning in the Information society". In addition to specific services, you can find there addresses of institutional sites related to the educational use of ICT in Europe. <http://www.fr.eun.org/countries/countries.html>
Since February 2003 the European educational gate offers new services for decision makers and pupils through two new websites:

"Insight" provides information of new technologies and teaching

Decision makers, researchers and consultants in ICTE can find information, centred on four key topics: Policy of educational and technological matters, school methods with information and communication technologies (ICT), technological standards and research in education and technology. This website offers two functions: The parts advanced research and comparison makes this web-site to a powerful tool, which is addressed to all people making decisions in connection with the integration of the ICT within teaching. <http://insight.eun.org>

"Zap"

Zap is a multilingual website which is addressed to children and teenagers aged 8 to 14. The website proposes game-based and teaching activities as well as advises on protected navigation. It is based on studies concerning behaviour and the needs of young people in the Internet. This game-based educational site allows children and teenagers to learn more on subjects in combination with school education. This site also proposes a search engine to assure the safety of such sites, which quality has been controlled. <http://www.zap.eun.org>

Schoolnet in Switzerland <http://www.schoolnet.ch/FR>

Ariadne Foundation

is a European and "open to the world" association. The aims are sharing of knowledge and the re-use. The core of the ARIADNE infrastructure is a distributed network of learning repositories. <http://www.ariadne-eu.org>

References

www.education.gouv.fr

Site of current events and general information of the ministry of youth, national education and research

www.educnet.education.fr

All information concerning communication and information technologies for learning and teaching.

www.science.gouv.fr

Gate of the scientific Internet concerning multi-media teaching and learning resources for the general public and teachers

www.formasup.education.fr

Gate of e-learning and the digital campuses (university level)

<http://www.lamap.fr>

The site the "*hand with the paste*" is intended to support teaching, scientific and institutional staff to set up a highly qualified teaching of sciences in primary schools.

<http://www.orme-multimedia.org>

Observatories of multi-media resources in education