



*Children's increased use of Internet has created the need to establish criteria for evaluating web-pages for young people and to develop methodological tools for using them in schools and libraries.*

**EDM (Electronic Digital Media) Reporter Comenius 3 Network**

is a European network subsidized by the Socrates Programme of the European Union.

EDM Reporter develops pedagogical tools to enable teachers, librarians and children throughout Europe to evaluate children's literature web sites, so that they can be used effectively to promote intercultural cultural education and reading.

EDM Reporter will:

- In Year I: Develop questionnaires for interviews in schools/libraries in order to check whether and how the Internet is used for intercultural education and reading promotion; carry out empirical research in schools, libraries, teacher training institutions and universities to select the most visited and user-friendly websites suitable for use in multicultural education;
- In Year II: Determine criteria for evaluating websites for children and adults working with children; develop pedagogical approaches for their use in schools/libraries; compile a database of selected European web sites suitable to teach multiculturalism, intercultural education and promote reading; test materials in selected educational institutions in all partner countries; create analytic in-service on-line materials for teachers/librarians.
- In Year III: Conclude testing, evaluation and modification of all materials; publicise and disseminate results through EDM Reporter website, conferences, publications, contact seminars etc.; make final products universally available through Internet.

The main objectives of the Network are to:

- Provide a creative platform for the exchange of information, discussions, dissemination and implementation of best practice in the innovative use of the Internet in multicultural education, thus deepening the inter-

national dialogue and cooperation and promoting multicultural education;

- Give teachers, librarians and media experts the opportunity to share their experience with a large international audience, thus raising the importance of the profession of educator, increasing the European awareness in this field, and creating a possibility for exchange of teachers between different schools in Europe;
- Raise the awareness of the multi-

plicity of cultures in Europe by means of websites from different European countries;

- Prepare children to live with the concept of European citizenship;
- Provide schoolchildren with instruments and tools to better understand the others and those who are different;
- Provide disabled, minority and bilingual children, and children who are victims of violence, racism and xenophobia with access to selected websites relevant to their concerns



Electronic Digital Media Reporter Comenius 3 Network

Networking for the Future: Children, Literature and Media Skills, International Conference, Finland, September 28th – 30th 2006

**Programme**

**Thursday, 28th September 2006**

- 12:00-1:00 pm Registration and lunch
- 2:00 pm Welcome
- 2:15-2:30 pm Presentation of the Network: Lilia Ratcheva-Stratieva
- 2:30-3:30 pm Media literacy and children in the on-line world: Tapio Varis, Professor and Chair, Media Education, University of Tampere, Finland, UNESCO Chair in global e-learning
- 3:30-4:00 pm Coffee break
- 4:00-4:45 pm Stories from the WEB: Doreen Williams, Birmingham Libraries, UK
- 4:45-5:30 pm Media education and teacher training: Speaker from Sweden
- 5:30-6:30 pm Getting to know each other: discussions in groups
- 7:30 pm Dinner and musical program

**Friday, 29th September 2006**

- 9:00-9:45 am Safer Internet for children – European co-operation: Suvi Kuikka, Project Coordinator (Save The Children, Finland)
- 9.45-10:45 am Libraries promoting reading through the Internet: Nordic examples, Speakers from Sweden and Denmark
- 11.00-12:30 am Sessions
  - A: How to get a safer Internet for Children
  - B: Teachers and media skills
  - C: Children's own webpages
  - D: Reading promotion through the Internet
  - E: Interculturality and the Internet
  - F: Libraries promoting media skills

- 12.30-1.30 pm Lunch
- 1:30-3:00 pm Panel discussion: Developing media skills through networking

- 3:00 pm Coffee
- Saturday, 30th September 2006**
- Study tours: a half-day tour and a full-day tour

Conference language: English

Organizers: EDM Reporter Comenius 3 Network, Hanasaari Swedish-Finnish Culture Center, Helsinki City Library

in order to help them interact better with their various social environments;

- Aid language learning, especially by creating regional cooperation in this field;
- Contribute to ICT skills and stimulate creativity;
- Help young people develop the ability for individual learning;
- Develop further cooperation between schools in Europe based on the use of Internet in the classroom;
- Create a basis for exchanging teachers between the European countries.

Target groups:

- EDM REPORTER is targeted at

teachers, student teachers, educators, librarians, parents, researchers, school authorities and thus ultimately at schoolchildren and young people throughout Europe.

- The targeted group of children and young people is the age group of 8 to 15.

Main events:

- One international conference will be organised each year, complemented by regional and national conferences; the first conference will take place in Helsinki, in September 2006.
- One contact seminar will be organised during the second year;
- Common Seminars and workshops

for teachers and librarians will be organised based on the selected web pages.

Partnership:

- The EDM REPORTER Partnership is composed of 19 partners from 14 countries, thus achieving a broad European coverage stretching from the UK and Portugal to Finland and Greece. The EDM REPORTER Partnership includes teachers and teacher trainers, librarians, media experts, reading experts, language learning experts.

### Do you know that:

*The gaps today are not only between those who use internet and those who don't use it. The gap is also between those who can evaluate the reliability of the information given in Internet and those who are just flooded by information. Only common efforts can help young people using the Internet to acquire knowledge and expertise.*

*The new technologies are a powerful instrument to bridge the gaps between the rich and the poor, the socially disadvantaged and the handicapped, and to assure their integration in society.*

*The new technologies and especially the Internet may contribute to the cultural diversity and can help respect the identity of the different cultures in the context of globalisation.*

*The Internet with its enormous communication possibilities could serve the cultural heritage of all nations, bring people closer to each other and help everybody to become aware of the different cultures and civilisations.*

*Internet is extremely important tool for the hospitalized children. It helps them to stay in touch with their peers, in contact with the outside world and to continue their education.*

*UNESCO has an agreement with Microsoft concerning the efficient use of the information and communication technologies in developing educational programmes.*



HE\_SINGIN KAUPUNGINKIRJASTO  
HE\_SINGFORÅS STADS BIBLIOTEK  
HE\_SINKI CITY LIBRARY

### Networking for the Future: Children, Literature and Media Skills

28-29 September, 2006  
Hanasaari, Espoo

Send by e-mail to: reita.hamalainen@hel.fi or by fax +358-9-3108 5517  
Deadline for registration: September 7, 2006

#### Registration

Contact information	
Name	
Title	
Company / Institution	
Address	
Country	
E-mail	
Country code + phone	
County code + fax	

Fees		
	€	✓
Registration fee	125	
Study Tour <i>September 30, 2006</i>		
- half-day	30	
- whole day	45	
<b>TOTAL to be paid</b>		

Workshops	
Order of preference (1-3)	Workshop:
	How to get a Safer Internet for Children
	Teachers and Media Skills
	Children's own webpages
	Reading promotion through the Internet
	Interculturality and the Internet
	Libraries Promoting Media Skills

Accommodation, paid directly to the hotel - not included in the registration fee	✓	Date of arrival	Date of departure
Hanasaari, single: weekdays 98€, Fri-Sun 75€			
Hanasaari, double: weekdays 136€, Fri-Sun 106€			
Other, to be arranged by the participant			

**Payment** N.B. All bank and handling fees will be paid by the participant!  
Transfer to: Helsinki City Library, POB 4100, FI-00099 City of Helsinki  
Sampo Bank plc, Unioninkatu 22, FI-00130 Helsinki  
SWIFT: PSPBFIHH Account number (IBAN): FI180001600416953  
Please include name and "EDM Reporter".

Funding might be obtained by the respective National Socrates Agency

## We present our Finnish partner – The Helsinki City Library and its Branch Kallio Library

Established in 1860, the 'Helsinki City Library – Central Library for Public Libraries in Finland' is the largest public library in the country with 36 branches. It also has two mobile libraries: Snadi for children and Stara for adults. Home service is provided for people who cannot visit the library due to their high age, illness or for any other reason, and the library offers an automatic loan system to everyone.

Customer-oriented, reliable, pluralist, multi-dimensional, efficient and egalitarian, the Helsinki City Library provides a fundamental civic service available to everyone and unrestricted access to sources of culture and information.

In addition to the routine library work, it also provides information services, exhibitions and various types of programmes; organises book exhibitions on topical issues; and cooperates with day-care centres, schools, residents' associations, and city office departments. The library's staff consists of about 500 people, its collections number more than 1,960,000 items, and 5,200 annual volumes of newspapers and magazines.

library which provides unlimited access to the library services at: [www.lib.hel.fi](http://www.lib.hel.fi)

The Library has been awarded: Bill & Melinda Gates Foundation Access to Learning Award for its outstanding work in creating opportunities to promote the potential of information technology and the Internet; the City of Helsinki Mayor's Quality Award; the Tiedon taitaja prize from The Finnish Information Specialists; and special congratulations for the best web service in town by the magazine City-lehti.



The Main Library

Helsinki City Library services for children:

- Children's and young people's departments at the Main Library, as well as in all big branch libraries;
- Ruoholahti and Pikku-Huopalahti Children's Libraries are connected to elementary schools;
- Services for children and the possibility to borrow children's material

stories, as well as read and comment on the writings of other young people;

- Book talks in schools: in 2005 451 book talk sessions were attended by 10 154 children;
- Children can use the computers in all libraries;
- Children's books in more than 50 languages.



Kallio Library

The Kallio Library building (1912) was designed by City architect Karl Hård af Segerstad. The main features of the interior are a strict symmetry, clearly defined spaces and a "miniature" monumental style, seen clearly in the elegant main staircase (Art nouveau) and in the dome-shaped rotunda (Classicism). When the library was renovated (1989-1990) the children's and music departments were given new premises in the attic floor.

Kallio Branch Library offers for children, parents and teachers:

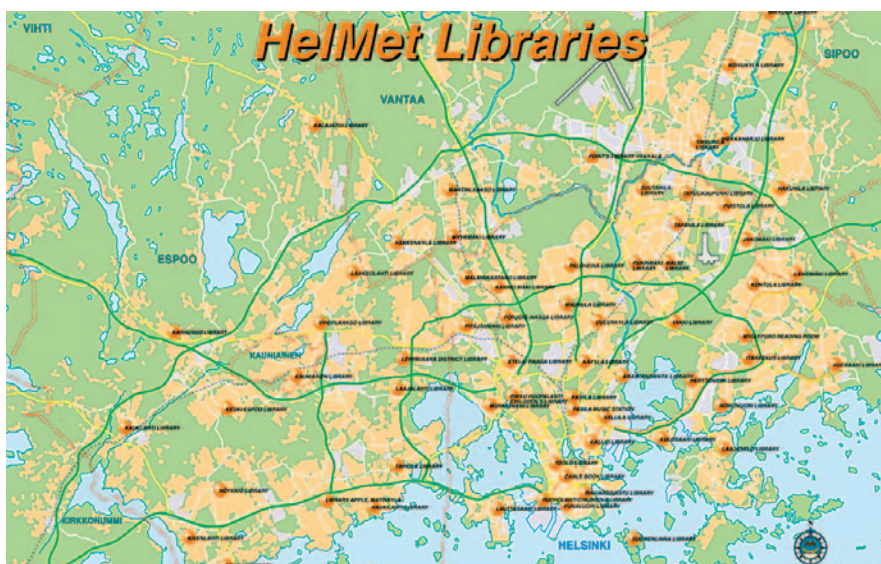
- books for children and young adults, magazines, audio books, children's music, videos, DVD's, CD-ROM's;
- guidance for library use and information retrieval, library presentations for kindergarten groups and school classes;
- information service about children's literature and music;
- book talks, exhibitions;
- computers for children.

Kallio Library has published on the Internet a fairy tale database called Satukallio, where children can search for stories and tales using keywords. Satukallio is available at <http://www.lib.hel.fi/kallio/sadut/> in Finnish language.



Children's Department

Source: Maija-Liisa Korhonen and [www.lib.hel.fi](http://www.lib.hel.fi)



The city libraries of Espoo, Helsinki, Kauniainen and Vantaa make up the network of HelMet Libraries (Helsinki Metropolitan Area Libraries). They offer access to the facilities in 62 libraries and 6 mobile libraries with 800 staff and collections comprising 1.055.000 titles.

The network of libraries functions alongside a specifically created web

from all branch libraries as well as from Meilahti Children's Hospital;

- Children's own Mobile library called Snadi;
- WebPages for children in three languages: <http://www.lib.hel.fi/las-tensivut/>;
- Creative writing forum for young people: <http://pandora.lib.hel.fi/vimma/> where teenagers can send their own

Dr. Margarida Morgado

### EDM REPORTER Meetings in Portugal to set up the regional/national network

Two meetings have taken place already in 2005 to launch EDM REPORTER in Portugal, one in November and another in December 2005. The meetings were attended by school teachers from schools in Castelo Branco, Fundão and Covilhã who are part of the Portuguese national network.

The main aims of the first meeting were to advertise EDM REPORTER, to engage people and institutions in participating in the network, and to appreciate members' reactions to the aims and activities of the network. A questionnaire was built to evaluate members' reactions and perceptions in what concerns electronic and digital literacy.

The main aim of the second meeting was to collectively produce a questionnaire to assess school-pupils' perceptions, preferences and practices in what concerns websites and the uses of the Internet.

During the second meeting participants also suggested the 3 most used websites at their schools. A compilation of relevant sites was done.

Since then the EDM Reporter group in Portugal has met on a monthly basis in order to exchange experience in using Internet in the classroom for intercultural education and reading promotion.

#### *Who we are in Portugal*

For the present here is a list of those involved in EDM REPORTER in Portugal. We grow from meeting to meeting.

Margarida Morgado  
(marg.morgado@ese.ipcb.pt) –  
Coordinator

Fernanda Barros Baptista, Berta Maria Proença, António Natário, Licínia Santos, Maria de Lurdes Picado, Luísa Folgado, Lurdes Serra Fernandes, Deolinda A. Barata, Valentina Valente, Bárbara Duque, Teresa Guardado Moreira, Pedro Rafael, Ilda Salvado.

#### *Questionnaire evaluating members' reactions and perceptions:*

Participants were asked to answer a written questionnaire from one meeting to the next.

The questions asked, taken and adapted from Jane M. Healy's

*Failure to Connect. How Computers Affect Our Children's Minds – and What We Can Do About It* (New York: Touchstone Edition, 1998) are below:

1. According to your own experience, what is the general public perception of computer learning for kids? What factors contribute to people's attitudes on this issue? How do you personally feel about computers?

2. We increasingly esteem technological intelligence and devalue the social and emotional. Do you agree? Is this a new trend? Can you describe any examples of computers either helping people connect socially or isolating them from others?

3. What will really be important if kids are to 'win' the race to the future? What would you consider the three most critical qualities or skills to teach to today's kids?

4. Have you seen any evidence that education is becoming 'an adjunct to the technology business, a sort of training school for the hi-tech world? Is such a trend desirable or undesirable?

5. Is it possible that the growing use of digital technology might actually influence the evolution of the human brain? Will electronic media make us more or less creative?

6. Have you observed any gender differences either in attitudes toward or usage of various technologies? Why do you think these differences occur?

7. Even sophisticated adults have a social relationship with their computers, Do you? Is anyone you know 'addicted' to computer use?

8. Describe your own experiences with the Internet and World Wide Web. On the whole have they improved the quality of your life or your teaching? At what age do you believe youngsters should be allowed unsupervised time on-line? Should material available to children be censored by some regulatory body?\*

#### *Websites proposed by schools:*

Teachers in schools asked their colleagues and pupils which sites they most frequently used and which they thought worth communicating to others. Here are some of the results:

For the 1st cycle (6 to 10-year-olds):

A list recommended by teachers for teachers:

[www.recursoseb1.com](http://www.recursoseb1.com)

<http://web.educom.pt/escolavaz/>  
[www.historiadodia.pt/](http://www.historiadodia.pt/)  
<http://aquinta.espigueiro.pt/espiguinha/index.html>

[www.junior.te.pt](http://www.junior.te.pt)  
[www.sitiodosmiudos.pt](http://www.sitiodosmiudos.pt)  
[www.aalzirazulmira.com/](http://www.aalzirazulmira.com/)  
<http://cienciaemcasa.cienciaviva.pt/>  
[www.sotaodaines.pt](http://www.sotaodaines.pt)  
[www.tremencantado.hpg.com.br](http://www.tremencantado.hpg.com.br)  
For the 2nd cycle (11 and 12-year-olds)

A list collected from two classes:

[www.jogos10.com](http://www.jogos10.com)  
[www.vitaminas.com](http://www.vitaminas.com)  
[www.neopets.com](http://www.neopets.com)  
[www.paperdollheaven.com](http://www.paperdollheaven.com)  
[www.miniclip.com](http://www.miniclip.com)  
[www.terravista.com](http://www.terravista.com)  
[www.videosengracados.com](http://www.videosengracados.com)  
[www.msn.com](http://www.msn.com)  
[www.junior.te.pt](http://www.junior.te.pt)  
[www.sitiodosmiudos.pt](http://www.sitiodosmiudos.pt)

For the 3rd cycle (13 to 15-year-olds)

A list provided by the English teachers!

[www.kidsdomain.com](http://www.kidsdomain.com)  
[www.englishbanana.com](http://www.englishbanana.com)  
[www.visitbritain.com](http://www.visitbritain.com)  
[www.visitlondon.com](http://www.visitlondon.com)  
[www.gotobelfast.com](http://www.gotobelfast.com)  
[www.beinbirmingham.com](http://www.beinbirmingham.com)  
[www.visitcardiff.info](http://www.visitcardiff.info)  
[www.edinburgh.org](http://www.edinburgh.org)  
[www.visitliverpool.com](http://www.visitliverpool.com)  
[www.destinationmanchester.com](http://www.destinationmanchester.com)  
[www.oxford.gov.uk](http://www.oxford.gov.uk)  
[www.lake-district.gov.uk](http://www.lake-district.gov.uk)  
[www.english-heritage.co-uk](http://www.english-heritage.co-uk)

\* Readers of the Newsletter are also invited to answer the above questionnaire and send the answers to the EDM Reporter Coordinating Institution (see box).



Electronic Digital Media Reporter  
Comenius 3 Network

Coordinating Institution:  
Internationales Institut für Jugendliteratur  
und Leseforschung  
(International Institute for Children's Literature  
and Reading Research)  
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