Discovering ICT Tools Resources on Web to Support the Child Development

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Abstract. This work summarizes the findings of a research effort undertaken to understand the links between child mental health and the uses of Information and Communication Technologies ICT. It is based on research conducted in the web aiming to identify the powerful role of ICT& multimedia tools on educational development process of yang people. Bringing a lot of web resources, this work aim to promote new methodologies on making easier the overall education process on schools. The research involves three stages starting from a short survey of children health across specific educational stages. Then we analyze and suggest specific conditions to create strong basis on relationships between the school and ICT resources. At the end, we show a collection of addresses and applications available on the web that help on the mental development of children of different ages.

Keywords: ICT resources, mental health development, web applications, child, educational stages

1. Introduction

ICT is a set of tools for teaching and learning in all areas of education. ICT can improve motivation, thinking and achievement across all subjects in students. That means ICT enables students to construct and represent their own knowledge in order to enable students to manipulate and create information and information products, and communicate in diverse and creative ways across the globe. The purpose of this work is to contribute on structuring the ICT based learning methodology in schools and to bring a new approach that organize the learning process in relationship with ICT tools. Studying potential resources on the web can support didactic methodologies structured in 5 stages. We will show a research made for the First stage that discover ICT tools and links offered in the web.

1.1 ICT & children - why?

Information literacy rich classrooms promote lifelong learning. They enable learners to be self-directed and to assume greater control over their learning. They build critical and reflective thinking by promoting information literacy in schools, so students can become actively engaged and informed citizens in local and global communities.

1.2 The approach-Ethical use of ICT

Nowadays, the use of ICT requires an ethical way that permit to achieve some objectives regarding a new modern model of education for children. This model is focused on:

    a) Inquiring with ICT

That means suggested key words for class Internet searches. The objectives are to identify the titles of useful information sources, identify a preferred website from a selection about the same topic, navigate ICT resources relevant to an inquiry and identify changes in websites with evolving content.
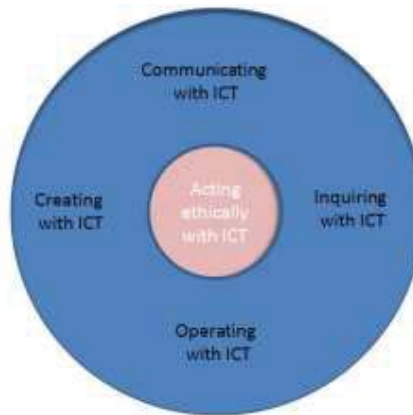
Fig. 1. Acting ethically with ICT

There are needed some concepts and skills for Inquiring with ICT like:
- Searches - that means access search engines
- Research - creating research proposals
- Evaluation-comparing content from different sources
- Problem solving-selecting ICT tools for problem solving
- Reflecting on evolving content-that means interacting within social networking spaces for learning
- Simulation and virtual environments-selecting and using simulation tools to model real-life scenarios

A. Creating with ICT

This is another area where children contribute ideas for a class digital product such as a slideshow to entertain families. Creating with ICT means demonstrating familiarity with specific creativity software. Teachers suggest edits for class created digital products in order to manipulate data in simple mathematical software packages or online. They explore and use a broad range of keys such as alphabet and number keys, delete, enter, backspace, shift and space bar. At the end they can be able to demonstrate ownership of digital work by naming, showing and discussing it.

For Creating with ICT, the teachers should have some concepts and skills like:

- Creating learning solutions
  Expression of ideas
- Evaluating learning solutions
- Data analysis and manipulation
- Presenting products
- Ownership

B. Communicating with ICT

Teachers contribute to positive and considerate conversations using ICT. This method means that people exchange information online for different purposes. Logging onto classroom computers with class username and password, participating in class-to-class online sharing projects, suggesting ideas for class messages such as emails and connecting with another person using a digital device or toy, these are some activities that are included in this area.

Concepts and skills for Communicating with ICT are required in some subjects like
- Netiquette
- Safety

- Online Identity
- Online projects
- Collaborative software (groupware) tools
- Collecting and sharing data

C. Operating with ICT

This action includes some activities that can be listed in saving the work with support, knowing when something has not worked as expected and seek help. The student follows agreed rules for using tools. Than he can uunderstand that data can be saved in files and organized into folders. The student can identify some reasons for connecting different devices together. He names visible system components such as monitor, keyboard, printer and connection ports.
For operating with ICT, the concepts and skills needed are:

- Protecting systems and data
- Troubleshooting
- Occupational Health and Safety (OH&S)
- Files
- Input, output, processing and storage devices
- System components

2 The purposes of the model

In general, learning easely is one of purposes of the method in order to live full, healthy lives and to relate, participate and care. Acting ethically creates purposeful futures, and help to think, know and understand better.
Using ICT students can be able to reason, question, make decisions and solve complex problems. They can be able to create, communicate and convey ideas clearly and confidently. In the future they will have a positive vision for themselves and their aims. The students will be well prepared to participate actively in our democratic community and as global citizens or can understand science and technology and make thoughtful decisions about their application.

2.1 ICT in curriculum areas

The goal of using ICT in education is the use the technology as a key tool in all students' curriculum area-based learning. We can list some examples of areas like:

- ICT in the Arts
- ICT in English-literacy
- ICT extension
- ICT in Health and wellbeing
- ICT in Mathematics-numeracy
- ICT in Science
- ICT in Society and History
- ICT in Vocational and Applied Learning
- ICT and thinking skills

The standard of ICT in school can be divided in five stages. The table below shows the stages from one to fifteen in five standards. In this work we discuss the ICT in standard one.

Standard	St1	St2	St3	St4	St5

Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2.2 Case study: ICT-Standard one

According our new model of acting ethically with ICT, we can specify that inquiring with ICT that means become critical information for consumers and inquire using appropriate strategies and tools. In advance we an explain this action as:

- know that a search engine can help locate topics of interest
- identify places where information can be sourced,
- know that there can be many websites
- navigate favourite ICT resources
- explore simulation environments

Create, edit and share information and ideas, follow recognised conventions to express ideas mean to have an important role play making media such as movies, video clips and news reports. The students can produce representations with digital tools such as painting and drawing software to be aware that digital creations can be change.

Regarding communication with ICT, the student can express identity, communicate and maintain safety and privacy. The aim is to role play using ICT with positive social skills and to identify ways that messages can be sent.

The student should be able to operate with ICT using recognised procedures to maintain a secure, safe and efficient ICT environment. That can be done knowing that work can be saved name some basic system components such as keyboard, screen and mouse.

2.3 One standard / Arts

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Fig. 2. Example of **www.bbc.co.uk/cbeebies**

Health and wellbeing

Fig. 3. Example of **www.healthykids.org.uk**

Society and History

This platform (www.mypodcast.com) can bring:
- Solution providing you with a free platform for recording your podcast, publishing it and automatically creating a website with an RSS feed.
- Easy to publish, manage and promote podcast.

Web Links

- ABC's Playground Radio www.abc.net.au/children/playgroundradio/
- ABC's The Playground www.abc.net.au/kids
- ABC My Playground www.abc.net.au/children/myplayground/default.htm
- Starfall www.starfall.com
- Hello-World www.hello-world.com/children/index.php
- Children's books online www.lonvig.dk/lucca.htm
- ABC Count us In www.abc.net.au/countusin
- ABC For the Juniors www.abc.net.au/juniors
- Angelina Ballerina www.angelinaballerina.com/au/home.html
- Youtube www.youtube.com

3 Conclusions

This research suggests that the social effects of children's computer use vary widely, depending on the amount of time spent, type of activity engaged in, and the nature of content or information delivered. We have show a new model of using ICT that integrate activities of inquering, creating, communicating and operating ethically with ICT in order to obtain the best results on educating process. Use ICT effectively!

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