



**ICT in Education Victoria**  
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## ICT in Education Victoria Interface Newsletter Advertising Booking Form

*Interface* is the newsletter of the ICTEV and is published four times a year. Members of ICTEV receive the newsletter. Artwork in electronic form is reach the ICTEV Executive Officer by either 1st February, 1st April, 1st July or 1st October for inclusion in the newsletter.

**COMPLETE, SIGN AND RETURN THIS BOOKING FORM TO FAX: +61 3 9349 5356**

### SIZE ADVERTISEMENT

- Within *Interface* (black & white only) - full page
- Within *Interface* (black & white only) - half page
- Within *Interface* (black & white only) - quarter page
- Insert one A4 flyer into an ICTEV membership mailout

### REG. PRICE (GST incl.)

- \$ 300
- \$ 200
- \$ 110
- \$ 600

### ELECTRONIC FILE FORMAT

Submit via **email: [michelle.cox@ictev.vic.edu.au](mailto:michelle.cox@ictev.vic.edu.au)** and include all graphics, screen and printer fonts. All files sent via email should be zipped to preserve file integrity. Acceptable file formats: InDesign, PhotoShop, Illustrator and PDF in both Mac and PC platforms. All images should be saved as 300 dpi or higher. All PhotoShop or Illustrator files should be saved in .esp or .tif formats. Save PDF files using PDF X-1A, "Highest Quality Print" or "Press" settings in Acrobat.

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**What Can I Do With Google Earth?**

Since its release in 2005 Google Earth has made mapping and geographic data available to many different applications for all ages.

**Practical Locations**  
 Students can use the latitude and longitude grid to create a 3D street view and aerial view of any address and landmark in the world. We can use this to view and even to the mapping to teachers which allow students to travel from their own location to any location in the world.

**Using Layers**  
 Different layers which come with the program (satellite, terrain, etc.) can be turned on and off. Students can click on two places on the map and the program tells them how far apart they are.

**Using Tools**  
 Within the program there are several useful tools e.g. measuring distances, drawing lines, etc. Students can click on two places on the map and the program tells them how far apart they are.

Also included with Google Earth is Google Sky. Having travelled to a location, one can see the sky above that location. In Google Sky you can also "fly" to various locations in space.

**Applications**  
 There are a number of different ways Google Earth can be used in the classroom. Here is a list of a few applications which have proved to be useful in the classroom.

**Geography**  
 Students locate deserts, mountains, rivers, etc. They had to write a report on a location, one of a series of locations, one of a series of locations, one of a series of locations, one of a series of locations.

**Science**  
 Using a layer which shows volcanoes, students can locate volcanoes, students can locate volcanoes, students can locate volcanoes, students can locate volcanoes.

**History**  
 Google-Sky provides a virtual tour of the world. Students can create a virtual tour of the world. Students can create a virtual tour of the world. Students can create a virtual tour of the world. Students can create a virtual tour of the world.

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**Academy Award**

A couple of years ago I made a computer presentation in which we had double ICT classes for the Grade 5 and 6 children. The year but in computer terms with the right software and hardware.

At the time I was, and still am a Sp... Grade 6 in a computer lab with children with limited equipment and equipped in comparison to some schools.

Before commencing this project, a lot of claymation and the work involved introduced to the children by watching created by school children of the same four which involved time management and also their co-operation, as they were working together.

A great deal of planning and preparation was involved. They had to write a script, they had to write a script, they had to write a script, they had to write a script.

It couldn't just finish there! There was to appreciate, we needed to show the parents to be the audience at the 'Show'. This project was not about children competing. It was about combining the project and create a product that reflecting their originality and strength.

While watching the children, there was as sheer persistence and determination, satisfaction, discovery. This project was not about children competing. It was about combining the project and create a product that reflecting their originality and strength.

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