



E-LEARNING COURSE FOR TEACHERS: Innovative Educational Tools for Assessment of the Hydraulic Heritage with by ICT Tools.

MODULE IV (Part 2): INNOVATIVE EDUCATIONAL TOOLS IN SCHOOL















Part 2: Geotechnologies, an attractive way of ICT

Module IV: Innovative educational tools in school

- 1. Geographic data in the *Information Age*
- 2. Web 2.0 and Web Mapping
- 3. Geotechnologies and Neogeography
- 4. New Geography and Iceberg Theory

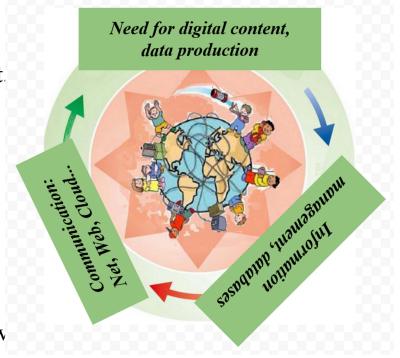


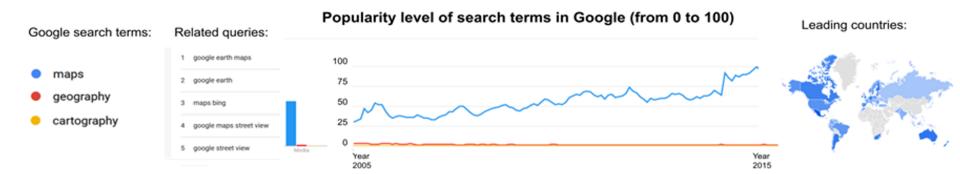


The Information Society is characterized by:

- Creation and generation of an enormous amount of digital content.
- Use of tools to **manage** and **process** them (databases).
- Need to **communicate** and disseminate them (WEB).

Many of these contents have a spatial or geographic dimension and Cartography has had to adapt to the digital era in order to produce, process and disseminate geographic information as required by the new



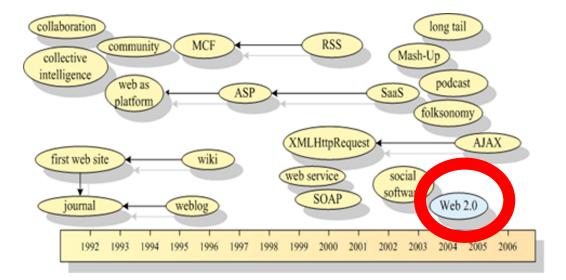




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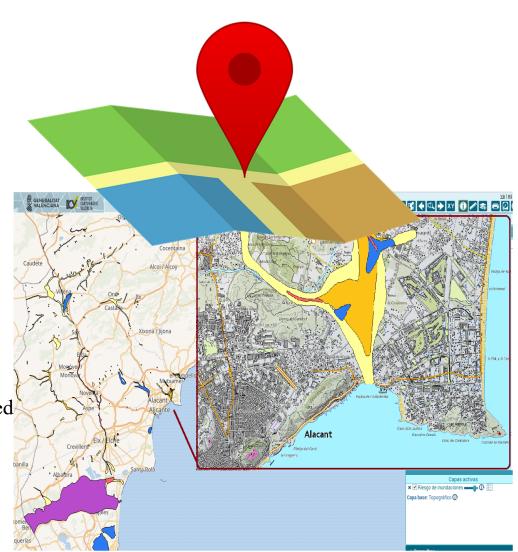


Web 2.0 or Social Web, refers to websites that emphasize usergenerated content, ease of use, participatory culture and interoperability

Geographic information has adapted to this process and has turned paper maps into new digital dynamic maps, in which users can easily enter, consult and share information.





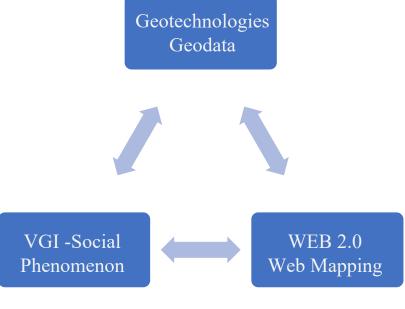


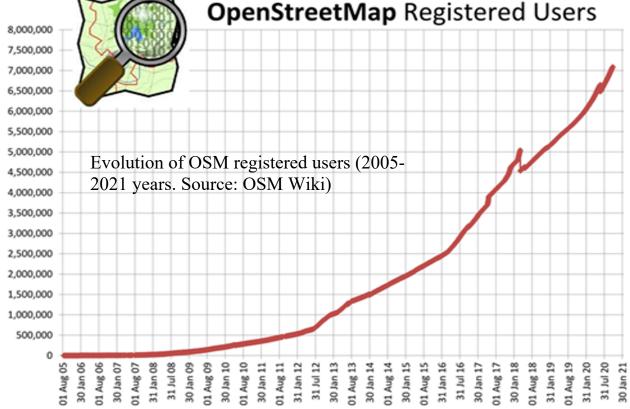
3. Geotech and Neogeography

Geotechnologies evolution and WEB 2.0 has generated a *Neogeography*. This *New Geography* is not only a technological issue, it is a **social phenomenon**, characterized by *user-generated content*.

People to play a more active role in activities such as urban planning and mapping. This is also known as **voluntary geographic information (VGI)** or the leveraging of tech tools to create, assemble and

disseminate voluntarily provided geograp

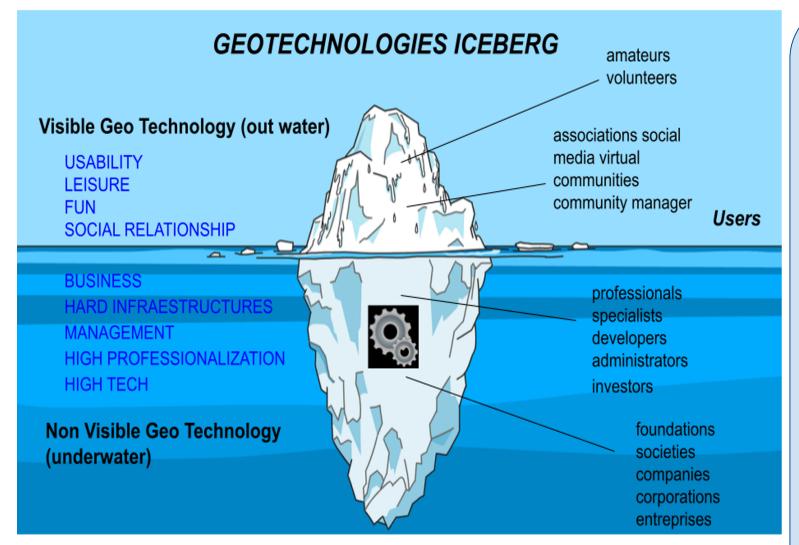








4. New Geography & Iceberg Theory



Hydrological heritage with:

G.P.S.

Remote Sensing

G.I.S.

Web Mapping





