## **Bibliography**

Barnett, R. (1997). *Towards a higher education for a new century*. University of London, Institute of Education.

Barnett. R. & Hallam, S. (1999). Teaching for Supercomplexity: A Pedagogy for Higher Education. In: Mortimore, P. ed. (1999) Understanding Pedagogy and its impact on learning. London; Paul Chapman Publishing Ltd.

Barnett, R. (2000). *Realizing the University: in an Age of Supercomplexity*. Bucks: Open University Press

Bassey, M. (1995). Creating Education Through Research: A Global Perspective of Educational Research for the 21<sup>st</sup> Century. Kirklington Moor Press.

Bertrand, Y. (1998). The Ordinary Hero. Madison Wisconsin: Atwood Publishers.

Bertrand, Y. (2003) *Contemporary Theories and Practice in Education*. 2nd Edition. Madison, Wisconsin: Atwood Publishing,

Bohm, D. (1996). On Dialogue. London: Bruner-Routledge.

Boud, D. (1985). Reflection: Turning Experience into Learning. Boud. D., Keogh, R.& Walker. D. Eds. London; New York: Kogan Page.

Bourdieu, P. (1990). The Logic of Practice. London: Polity Press.

Boyatzis, R.E. & Kolb, D. A. (1991). Assessing individuality in learning: the Learning Skills Profile. *Educational Psychology*, **11**, (3-4) pp. 279-295.

Boyer, E. (1990). Scholarship Reconsidered: Priorities of the Professoriate. San Francisco: Jossey-Bass.

Bright, B. (1996). Reflecting on reflective practice. *Studies in the Education of Adults*, **28** (2), pp. 162-184.

Brown, J.S., Collins, A., Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, **18** (1), pp. 32-42.

Brown, G. (1993). Effective teaching. **In**: Ellis, R. (ed.) *Quality Assurance for University Teaching*. Buckingham: SRHE/Open University Press.

Bullough, R.V. & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study. *Educational Researcher*, **30** (3), pp. 13-22.

Carr, W. and Kemmis S. (1986). *Becoming Critical: Education, Knowledge and Action Research.* London: The Falmer Press.

Cloke, C., Farren, M. and Barrington, J. (1996). Interactive Video and Group Learning. British Journal of Educational Technology. **27** (2).

Cohen, L., and Manion, L. (1994). Research Methods in Education. 4th Edition. London and New York: Routledge.

Collis, B. and Moonen, J. (2001). Flexible learning in a digital world: Experiences and expectations. London: Kogan Page.

Collis, B. and van der Wende, M. (2002). Models of Technology and Change in Higher Education. An international comparative survey on the current and future use of ICT in education. University of Twente, Center for Higher Education Policy.

[WWW] <a href="http://www.utwente.nl/cheps/documenten/ictrapport.pdf">http://www.utwente.nl/cheps/documenten/ictrapport.pdf</a> (25th March 2005).

Coolahan, J. (1981). *Irish Education: Its History and Structure*. Dublin: Institute of Public Administration,

Coulter, D. and Wiens, J. (2002). Educational Judgment: Linking the Actor and the Spectator. *Educational Researcher*, **31** (4), pp. 15-25.

Dadds, M. (1998). Supporting Teacher Research: a challenge. *Educational Action Research*, **6** (1), pp. 39-51.

Day, C. (1999). *Developing Teachers: The Challenge of Lifelong Learning*. London: Falmer Press.

Dearing, R. (1997). National Committee of Inquiry in to Higher Education (NCIHE). [WWW] <a href="http://www.leeds.ac.uk/educol/ncihe">http://www.leeds.ac.uk/educol/ncihe</a> (October 10th 2002).

Dewey, J. (1933) *How We Think*. Revised Edition. Boston: D.G. Heath,

Ecclestone, K. (1996). The reflective practitioner: mantra or a model for emancipation. *Studies in the Education of Adults*, **28** (2), pp. 146-151.

Elliott, J. (1991). *Action Research for Educational Change*. Milton Keyes, Philadelphia: Open University Press.

Elliott, J. (2004). The struggle to redefine the relationship between 'knowledge' and 'action' in the academy: some reflections on action research. [WWW] <a href="http://www.bath.ac.uk/~edsajw/johnelliott.htm">http://www.bath.ac.uk/~edsajw/johnelliott.htm</a> (1<sup>st</sup> April 2004).

Ellis, R. (1993). *Quality Assurance for University Teaching* SRHE/Open University Press.

Elton, L. (1987). Teaching in Higher Education: Appraisal and Training. Kogan Page

Eraut, M. (1995). 'Schön Shock: a case for reframing reflection-in-action?' *Teachers* and *Teaching: Theory and Practice*, **1** (1) pp. 9-22.

Farren, M. (2005). Creating a pedagogy of the unique through a web of betweenness. Seminar Presentation to the British Educational Research Association (BERA) 2005 Annual Conference 15<sup>th</sup> September, 2005, University of Glamorgan.

[WWW] <a href="http://webpages.dcu.ie/~farrenm/publications.html">http://webpages.dcu.ie/~farrenm/publications.html</a>. (10th September, 2005).

Farren, M. (2005). How do I create a web of betweeness through online learning.

EARLI Conference SIG Invited symposium on Teaching and Teacher Education. 26<sup>th</sup>

August, 2005. Nicosia. Cyprus.

[WWW] http://webpages.dcu.ie/~farrenm/publications.html. (1st September, 2005).

Farren, M. and Whitehead, J. (2005). Educational influences in learning with visual narratives. Paper and Video-Conference presentation to the 5<sup>th</sup> DIVERSE International Conference on Video and Videoconferencing in Education, Nashville, USA. July 2005.

Farren, M. (2005). Developing a scholarship of educational enquiry in higher education. Irish Learning Technology Conference. Dun Laoighaire. Ireland. May 2005. [WWW] <a href="http://webpages.dcu.ie/~farrenm/publications.html">http://webpages.dcu.ie/~farrenm/publications.html</a> (1st June, 2005).

Farren, M. (2004). Constructing and disseminating a knowledge base of teaching using ICT. Enhancing the Visibility and Credibility of Educational Research, American Educational Research Association (AERA) Conference. Division K. Teacher Education, San Diego, USA. April 2004. [WWW]

<a href="http://webpages.dcu.ie/~farrenm/publications.html">http://webpages.dcu.ie/~farrenm/publications.html</a> (15th April, 2004).

Farren, M. (2004). Ontological commitments in self-study. Symposium on the transformative potential of individuals' collaborative self-studies for sustainable global educational networks of communication. Self study in Teacher Education SIG, San Diego, USA. April 2004. [WWW]

http://webpages.dcu.ie/~farrenm/publications.html (15th April, 2004).

Farren, M., Flanagan, F. and Garvey C. (2002). How do we exercise our pedagogy of the unique while educating for social formations?

Critical debates in action research. University of Limerick. June 2003.

[WWW] http://webpages.dcu.ie/~farrenm/pedagogy.html (1st July, 2003)

Farren, M. (2002). Teaching and learning action research – Symposium with Jack Whitehead, University of Bath. Jean McNiff, University of Limerick. Geoff Mills, Southern Oregon University, and Ernie Stringer, Curtin University. American Educational Research Association (AERA), New Orleans. Validity and value in education research. April 2002. [WWW]

http://webpages.dcu.ie/~farrenm/pedagogy.html (1st May, 2002)

Feldman, A. (2003). Validity and Quality in Self-Study. *Educational Researcher*, **32** (3), pp. 26-28.

Freire, P. & Macedo, D. (1999). Pedagogy, Culture, Language, and Race: A Dialogue.

In: Learners & Pedagogy, Leach, J. & Moon, B. (eds). London: Paul Chapman. pp.

46-58.

Furlong, J. & Oancea, A. (2005). Assessing Quality in Applied and Practice-based Educational Research. A Framework for Discussion

[WWW] <a href="http://www.bera.ac.uk/pdfs/Qualitycriteria.pdf">http://www.bera.ac.uk/pdfs/Qualitycriteria.pdf</a> (4<sup>th</sup> July 2005).

Gadotti, M. (1996). *The Pedagogy of Praxis: Dialectical Philosophy of Education*. Albany: State University of New York Press.

Gergen, K.J. and Gergen, M. (1991). Toward Reflexive Methodologies. **In**: Steier, F. ed. (1991) *Research and Reflexivity*. London; Sage Publications. pp. 76-95.

Ghaye, A. and Ghaye, K. (1998). *Teaching and Learning through Critical Reflective Practice*. London; David Fulton Publishers.

Gibbs, G. (1992). Improving the quality of student learning through course design. **In**: Barnett, R. ed. *Learning to Effect*. Buckingham: SRHE/ Open University Press.

Grenham, G., Wade, P., Kelly, D. (1999). Active learning at the National College of Ireland. Paper presented at Research and Practice in Educational Development(s): Exploring the Links, Stoke, Rochford: SEDA/SRHE.

Habermas, J. (1976). *Communication and the evolution of society*, London: Heinemann.

Hamilton, M.L. and Pinnegar, S. (1998). *Reconceptualizing Teaching Practice:*Developing Competency through Self-study. RoutledgeFalmer.

Hanson, A. (1995). The search for a separate theory of adult learning. Does anyone really need andragogy? **In**: *Boundaries of Adult Learning*, (Economics as Social Theory), Edwards, Hanson, A & Roggat, P. eds. London: Routledge.

Hiebart, Gallimore and Stigler (2002). A Knowledge Base for the Teaching Profession: What Would it Look Like and How Can We Get One? *Educational Researcher*, **31** (5), pp. 3-15.

Hughes, P. (1998). 'Appraisal in Higher Education'. Draft Report, UCoSDA. [WWW] http://www.aishe.org/iutn-cutl-1998/ (12th January 2003).

Hutchings, P. & Shulman, L. S. (2004). *Teaching as Community Property: Essays on Higher Education* San Francisco: Jossey Bass.

Ireland's Broadband Future (2003). Information Society Commission. [WWW] <a href="http://www.isc.ie/downloads/InfoSocBroadband.pdf">http://www.isc.ie/downloads/InfoSocBroadband.pdf</a> (10<sup>th</sup> June 2004).

Irish University Training Network (1998). Colloquium University Teaching and Learning: Policy and Practice Proceedings. Royal Hospital Kilmainham, 1<sup>st</sup>-2<sup>nd</sup> December, 1998. [WWW] <a href="http://odtl.dcu.ie/mirror/aishe/iutn-cutl-1998.html">http://odtl.dcu.ie/mirror/aishe/iutn-cutl-1998.html</a> (January 12th, 2003).

Kelly, G.A. (1963). A Theory of Personality, New York: Norton.

Kirschner, P. and Davis, N. (2003). Pedagogic Benchmarks for Information and Communications Technology in Teacher Education. *Technology, Pedagogy and Education*, **12** (1), pp. 125-144.

Knowles, M. S. (1995). Andragogy: An emerging technology for adult education.

In: *Boundaries of Adult Learning*, Edwards, R. et al. eds. London and New York:

Routledge. pp. 82-98.

Krishnamurti (1969). The First and Last Freedom. San Francisco: Harper.

Kolb, D. (1984). Experiential Learning. Experience as the Source of Learning and Development, New Jersey: Prentice-Hall, Englewood Cliffs.

Korthagen, F.A., & Kessels, J.P. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates, Inc.

Lave, J., Wenger, E. (1991). Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive & Computational Perspectives S.) Cambridge: Cambridge University Press.

Leach, J. & Moon, B. (1999). *Learners and Pedagogy*. Paul Chapman Publishing in association with The Open University.

Levine, J. (1992). Pedagogy, the case of the missing concept. **In**: Kimberley, K. Meek. M. and Miller, J. eds.. *New Readings*: Contributions to an understanding of Literacy, London, A & C Black.

Lewin, K. (1952). *Field Theory in Social Science*. Selected Theoretical Papers. Cartright, D. ed. London: Tavistock Publications.

Licata, C. M.& Morreale, J. C. (1996). Post-tenure review: policies, practices, precautions. *American Association of Higher Education*, New Pathways Project, Working Paper No. 12. Washington, D.C.

Lonsdale, A. (1998). Performance appraisal, performance management and quality in higher education: Contradictions, issues and guiding principles for the future.

Australian Journal of Education, **42** (3), pp. 271-284.

Loughran, J. (1996). Developing Reflective Practice: Learning About Teaching and Learning Through Modelling. London: RoutledgeFalmer.

Loughran, J., Hamilton, M.L., LaBoskey, V. K & Russell, T. L. eds. (2004). The International Handbook of Self-Study of Teaching and Teacher Education Practices.

Dordrecht: Kluwer Academic Publishers.

Maranhao, T. (1991). Reflection, Dialogue and the Subject **In**: Steier, F. ed. (1991) *Research and Reflexivity*. London; Sage Publications. pp. 235-249.

Moore, A. (2000). *Teaching and Learning Pedagogy*, Curriculum and Culture. London. New York: Routledge/Falmer.

Mortimore, P. ed. (1999). *Understanding Pedagogy and its impact on learning*. London: Paul Chapman Publishing Ltd.

Myers, B. A. (1996). A Brief History of Human Computer Interaction Technology. *ACM Interactions*. **5** (2), pp. 44-54.

Mc Mahon, T. (1999). Is Reflective practice synonymous with action research? *Educational Action Research*, **7** (1). pp. 163-169.

McNiff, J. and Whitehead, J. (2002). *Action Research: Principles and Practice*. 4<sup>th</sup> Edition. London: Routledge.

McNiff, J., Lomax, P. and Whitehead, J. (2003). *You and Your Action Research*Project. 2<sup>nd</sup> Edition. London: RoutledgeFalmer.

McNiff, J. and Whitehead, J. (2005). *Action Research for Teachers*, London: David Fulton.

Oblinger, D. G. & Rush, S. C. eds. (1997). *The Learning Revolution. The Challenge of Information Technology in the Academy*. Bolton, Mass: Anker Publishing Company.

OECD Review of Higher Education in Ireland: Submission by: All Ireland Society for Higher Education. [WWW] <a href="http://www.aishe.org/resources/oecd-review-2004/oecd-review-2004.html">http://www.aishe.org/resources/oecd-review-2004/oecd-review-2004.html</a> (August 10th 2004).

OECD Review of Higher Education in Ireland: Submission from the Higher Education Authority. [WWW]

http://www.hea.ie/index.cfm/page/publications/category/143/section/details/id/553 (August 10<sup>th</sup> 2004).

O'Donohue (2003). *Divine Beauty: The Invisible Embrace*. London: Transworld Publishers.

Pickering, A. (2002). Becoming a university lecturer: an exploration of the pedagogic beliefs and practices of four novice university lecturers enrolled on an in-service teaching development programme. EdD thesis. London, Kings College, University of London.

Polanyi, M. (1962). *Personal Knowledge*: Towards a *Post-Critical Philosophy*. London: Routledge & Keegan Paul.

Popper, K.R. (1959). The Logic of Scientific Discovery, London: Hutchinson.

Popper, K.R. (1969). Conjectures and Refutations. London: Routledge.

RAE (2004). Research Assessment Exercise. Initial decisions by the UK Funding Bodies. February 204. Ref RAE 01/2004. Higher Education Funding Council for England. Scottish Higher Education Funding Council. Higher Education Funding Council for Wales. Department for Employment and Learning Northern Ireland. [WWW] http://www.rae.ac.uk/pubs/2004/01/rae0401.doc (1 June 2005).

Ramsden (1994). Using Research on Student learning to enhance educational quality reproduced with permission from Gibbs, G. (ed) Improving Student Learning – Theory and Practice. Oxford Centre for Staff Development. [WWW]

<a href="http://www.aishe.org/resources/links.html">http://www.aishe.org/resources/links.html</a> (10<sup>th</sup> January 2003).

Rayner, A. (2002). Essays and Talks about Inclusionality. [WWW] <a href="http://www.bath.ac.uk/~bssademr/inclusionality">http://www.bath.ac.uk/~bssademr/inclusionality</a> (10<sup>th</sup> February 2005).

Rogers, C. (1961). On Becoming a Person. London: Constable and Robinson.

Rowland, S. (2000). *The Enquiring University Teacher*. Buckingham. The Society for Research into Higher Education and Open University Press.

Rowland, S. (1999). Surface learning about teaching in higher education. Paper presented to BERA Annual Conference, University of Sussex.

Russel & Munby (1992). *Teachers and Teaching: From Classroom to Reflection*, London: Falmer Press.

Sandelowski, M. (1994). The proof of the pudding. In: Morse, J. (ed). *Critical issues in qualitative research methods*, London: Sage.

Schön, D. A. (1983). Reflective Practitioner. New York: Basic Books.

Schön, D. (1995). 'Knowing-in-action: The New Scholarship requires a New Epistemology. *Change*, November/December, 1995. pp. 27-34.

Schön, D. A. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey Bass.

Schwandt, T. (1996). Farewell to criteriology. *Qualitative Inquiry*, 2 (1), pp. 58-72.

Sellner, E. (2003). Stories of the Celtic Soul Friends: Their Meaning for Today, New Jersey: Paulist Press

Shor I. & Freire, P. (1987). *A Pedagogy for Liberation. Dialogues on Transforming Education*. Mass: Bergin and Garvey Publishers, Inc.

Shulman, L. (2004). *Teaching as Community Property: Essays on Higher Education*San Francisco: Jossey Bass.

Simon, B. (1999). Why no Pedagogy in England? **In:** Leach. J., and Moon, B. *Learners and Pedagogy*, London:. Paul Chapman Publishing in association with the Open University.

Skilbeck. M. (2001). *The University Challenged – A review of International trends* and issues with particular reference to Ireland. [WWW] <a href="http://www.aishe.org/resources/link.html">http://www.aishe.org/resources/link.html</a> (10th December 2001).

Smith, J. (1993). After the demise of empiricism. Norwood, NJ: Ablex.

Smith, D.G. (2001). Identity, Self, and Other in the Conduct of Pedagogical Action: An East/West Inquiry. **In**: Carson, T. R. and Sumara, D. J. eds. *Action Research as a Living Practice*, New York: Peter Lang. pp. 265-280.

Snow, C. (2001). Knowing What We Know: Children, Teachers, Researchers. *Educational Researcher*, **30** (7), pp. 3-9.

Somekh, B. and Davis, N. eds. (1997). *Using Information Technology effectively in Teaching and Learning: Studies in Pre-Service and In-Service Teacher Education*. London and New York: Routledge.

Sparkes, A. C. (2002). *Telling Tales in Sport and Physical Activity*: A Qualitative Journey. Human Kinetics.

Steier, F. (1991).Introduction: Research as Self-Reflexivity. Self-Reflexivity as a Social Process. **In:** Steier, F. (ed). *Research and Reflexivity*. London; Sage Publications. pp. 1-11.

Stringer, E. (1999). Action Research. 2nd Edition. SAGE Publications

Tiffin, J. and Rajasingham, L. (2003). *The Global Virtual University*. London: RoutledgeFalmer.

Universities UK, SCOP, HEFCE, Higher Education Academy Consultation (2004).

Towards a framework of professional teaching standards. National consultation.

[WWW]

http://www.universitiesuk.ac.uk/consultations/UniversitiesUK/downloads/teachingstandards.pdf. (20th March 2005).

UK Department of Education and Science (1963). *Robbins Report on Higher Education*. HMSO.

UK Department of Education and Science (1966). *Plan for polytechnics and other colleges: higher education in the further education system.* HMSO. Cmnd. 3006.

UK Department of Education and Science (1987). *Higher Education. Meeting the challenge*. HMSO. Cm114.

UK Department of Education and Science (1989). *Public Expenditure White Paper*. HMSO. (335).

UK Department of Education and Science (1991). *Higher Education: A New Framework*. HMSO. Cm.1541.

UK Department of Education and Science (2003). The Future of Higher Education. [WWW] <a href="http://www.dfes.gov.uk/hegateway/strategy/hestrategy/pdfs/DfES-HigherEducation.pdf">http://www.dfes.gov.uk/hegateway/strategy/hestrategy/pdfs/DfES-HigherEducation.pdf</a> (6th June, 2005).

Usher, R. (1996). A critique of the neglected epistemological assumptions of educational research. **In**: *Understanding educational research*. Scott, D. & Usher, R. London: Routledge. pp. 9-32.

Van Manen, M. (1991). *The Tact of Teaching. The Meaning of Pedagogical Thoughtfulness*. Albany: State University of New York Press.

Van Merriënboer, J., Bastiaens, T., & Hoogveld, A.eds. (2004). Instructional Design for integrated e-learning. **In:** *Integrated E-Learning: Implications for Pedagogy, Technology & Organisations*. Jochems, W., van Merriënboer, J., & Koper, R., eds. London; RoutledgeFalmer. pp. 13-23.

Walker, M. (1999). Doing criticality: mapping a HE project, paper presented at BERA Annual Conference, University of Sussex.

Webb, G. (1996) *Understanding Staff Development* Buckingham: SRHE/Open University Press.

Wenger, E. and Snyder, W. (2000). Communities of Practice: the organizational frontier. Harvard Business Review, January – February: pp. 139-145

Whitehead, J. (1989). Creating a Living Educational Theory from Questions of the Kind, How do I improve my Practice? *British Educational Research Journal*, **15.** pp. 3-17.

Whitehead, J. (2000). How Do I Improve My Practice? Creating and legitimating an epistemology of practice, *Reflective Practice*. **1**, pp. 91-104.

Whitehead, J. (2002). How Valid Are Multi-Media Communications Of My Embodied Values In Living Theories And Standards Of Educational Judgement And Practice? Paper presented at AERA 2002, New Orleans. [WWW] <a href="http://www.actionresearch.net">http://www.actionresearch.net</a> (2<sup>nd</sup> June 2002).

Whitehead, J. (2003). The need for educational research that can participate in the creation and testing of living educational theories. A contribution to the symposium research for some? the threes answer back, at BERA 2003, Heriot-Watt University, Edinburgh, 13 September, 2003. [WWW] <a href="http://www.actionresearch.net">http://www.actionresearch.net</a> (4<sup>th</sup> November, 2003).

Whitehead, J. & McNiff, J. (2004). Ontological, epistemological and methodological commitments in practitioner-research. Paper presented at the BERA 04 Symposium 17 Sept. in Manchester on: 'Have We Created A New Epistemology For The New Scholarship Of Educational Enquiry Through Practitioner Research? Developing Sustainable Global Educational Networks Of Communication.' [WWW] http://www.actionrsearch.net (1st April 2004).

Whitehead, J. (2004). What counts as evidence in self-studies of teacher-education practices: **In** Loughran, J., Hamilton, M.L., LaBoskey, V. K & Russell, T. L. eds. The International Handbook of Self-Study of Teaching and Teacher Education Practices. Dordrecht; Kluwer Academic Publishers.

Whitehead, J. (2005). How Can We Improve The Educational Influences Of Our Teacher-Researcher Quests? Keynote Presentation to the 12<sup>th</sup> International Conference of Teacher Research at McGill University. 16<sup>th</sup> April 2005. [WWW] Retrieved 10<sup>th</sup> July 2005 from <a href="http://www.jackwhitehead.com/ictr05/jwictr05key.htm">http://www.jackwhitehead.com/ictr05/jwictr05key.htm</a>

Winograd, T. (1996) Bringing Design to Software. New York: ACM Press.

Winter, R. (1989). Learning from Experience: Principles and Practices in Action research. Falmer Press Ltd.

Winter, R. (2003). Buddhism and Action Research: towards an appropriate model of inquiry for the caring professions. *Educational Action Research*, **11** (1), pp. 141-160

Zander, R. S. & Zander, B. (2000). *The Art of Possibility. Transforming Professional and Personal Life.* Boston: Harvard Business School.

Zeichner, K. (1998). The New Scholarship in Teacher Education. Transcript of Vice-presidential address to Division K of AERA, San Diego.

Zuber-Skerritt, O. (1992). *Action Research in Higher Education: Examples and Reflections*. London: Kogan Page.

Zukas,, M. and Malcolm, J. (2002). Pedagogies for Lifelong Learning: Building Bridges or Building Walls? **In:** Harrison, R., Reeve, F., Hanson, A. and Clark, J. eds. *Supporting Lifelong Learning*. Routledge. pp. 203-217.