Table of Contents

Table of Contents
Declaration
Abstract

Chapter One: Prologue

Prologue 1
Introduction 4
Masters degree in Educational Technology 5
Islington Sixth Form College, North London 7
British School of Brussels 8
Centre for Teaching Computing, DCU 9
School of Computer Applications, DCU 11
School of Education Studies, DCU 12
Rationale of my research enquiry 13
Framing my research 13
Contribution of ICT 16
Educational Values 17
Pedagogy of the unique 18
Web of Betweenness 20
Summary 22
Overview of Thesis 23

Chapter Two: National and International Policies in Higher Education Teaching and Learning

Introduction 27
Developments in schooling in Ireland: Irish context 27
Ireland's first colloquium on university teaching and learning 29
Skilbeck report on higher education in Ireland 31
Submission to O.E.C.D. review of higher education in Ireland 32
Developments in UK higher education: UK context 34
Wider participation in higher education and its effect on teaching and learning 38
Changing patterns of learning 40
Towards a framework of professional teaching standards 41
Assessing quality in applied and practice-based educational research 42
Increased importance of learning and teaching in higher education 43
Conclusion 44

Chapter Three: Pedagogies in Higher Education

Introduction	46
Pedagogy in higher education	46
A dialogue with the literature on pedagogy in higher education	48
The educator as critical practitioner	49
The educator as psycho-diagnostician and facilitator of learning	50
The educator as reflective practitioner	53
The educator as situated learner within a community of practice	55
The educator as assurer of organisational quality and efficiency	55
Analysis of pedagogic identities	56
Evaluation of teaching and learning in higher education	57
Conclusion	60

Chapter Four: ICT in Education

Introduction	61
Developments in Technology	61
Developing uses of technology in higher education	66
Conclusion 1: Change is slow	68
Conclusion 2: ICT widespread but part of a blend	69
Conclusion 3: Instructors: Gradually doing more but with no reward	69
Outcome of study	70
Quickscan of good/best practice with respect to integration of ICT	72
Benchmark 1 - Personal ICT competencies	74
Benchmark 2 - ICT as a mindtool	75
Benchmark 3 - Educational/Pedagogical use of ICT	76
Benchmark 4 - ICT as a tool for teaching	76
Benchmark 5 - Social aspects of ICT use in education	77
Additional Benchmarks - ICT in assessment and policy	77
Summary of Benchmarks	77
Conclusion	78

Chapter Five: Methodological Approach

Introduction	80
Interpretive research	82
Critical theory school	83
My Research perspective	84
Action Research Approaches	
Jack Whitehead's living educational theory	92
The question of validity and rigour	96
Methods of action research: living educational theory approach	100
Methods of rigour in living educational theory	101
Methods of validity: Habermas social validation	103
Data collection techniques	105
Ethics of the research	107

Conclusion 107

Preface to Chapter Six, Seven and Eight 109

Chapter Six: Reflecting on my teaching and learning in higher education

Introduction 110
Teaching Context 111
Background to the M.Sc. in Computer Applications for Education 112
Computer Applications in Education Module (1999) 112
Network Information Management module 1999 113
Programme Board 115
Reflections on the changes in assessment 116
Purchasing of authoring software 118
Action Research Enquiry One: Co-creating a curriculum 119
Action Research Enquiry Two: Online Learning Journals 130
Ann Marie's evaluation of her learning 150
Conclusion 152

Chapter Seven: Supporting Teachers in masters degree research

Introduction 154
My learning as supervisor of masters degree research 154
Validation meetings 177
Chris's evaluation of his learning 184
Conclusion 185

Chapter Eight: Online dialogues with participant/teachers on the Collaborative Online Learning Environments module (2003)

Introduction 187
Teaching Context 188
Enquiry One: Collaborative social approach with ICT 190
Darragh's evaluation of his learning 205
Enquiry Two: Reflecting on teaching through video 211
Conclusions 222

Chapter Nine: Conclusion

My research a voyage through changing scenes 223
ICT in the context of teaching and learning debate 224
Theory and practice 225
Practicing values 225
Web of Betweenness 225
Pedagogy of the unique 226
Educational values 226
Summary 229

Bibliography 231
Web references 251

Appendices
Appendix A: Action Research Planner Computer Applications in Education module (2001) 253
Appendix B: Action Research Planner Network Information Management module (2001) 255
Appendix C: Action Research Planner Collaborative Online Learning Environments module (2003) 257
Appendix D: BERA Paper - Creating a pedagogy of the unique through a web of betweenness 259
Appendix E: EARLI Paper - How can I create a web of betweenness through ICT 288
Appendix F: AERA paper - Ontological commitments in Self-study The Transformative Potential of Individuals' Collaborative Self-Studies for Sustainable Global Networks of Communications 298