HOW CAN I CREATE A PEDAGOGY OF THE UNIQUE THROUGH A WEB OF BETWEENNESS?

Submitted by Margaret A. Farren

For the degree of PhD

of the University of Bath

2005

Attention is drawn to the fact that copyright of this thesis rests with its author. This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with its author and that no quotation from the thesis and no information derived from it may be published without the prior written consent of the author. This thesis may be made available for consultation within the University Library and may be photocopied or lent to other libraries for the purposes of consultation.

Signature:																																		
Signature.	•	• •	• •	 ٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	•	•	•	•	 •	٠	٠	٠	٠	•	•	•	•	 	٠	٠	•	• •	•

Acknowledgements

I would like to thank participants on the M.Sc. in Computer Applications for Education and M.Sc. Education and Training Management (ICT) for their collaboration and support throughout this research. Thanks also to colleagues in DCU, especially colleagues in the School of Computer Applications and School of Education Studies.

A special thanks to my supervisor, Dr. Jack Whitehead, for his inspiration, guidance and participation throughout my research.

Thanks to family and friends for their presence and positive spirit that helped me to further my educational journey.

Table of Contents

Table of Contents Declaration Acknowledgement Abstract	i
Chapter One: Prologue	
Prologue Introduction Masters degree in Educational Technology Islington Sixth Form College, North London British School of Brussels Centre for Teaching Computing, DCU School of Computer Applications, DCU School of Education Studies, DCU Rationale of my research enquiry Framing my research Contribution of ICT Educational Values Pedagogy of the unique Web of Betweenness Summary Overview of Thesis	1 4 5 7 8 9 11 12 13 16 17 18 20 22 23
Chapter Two: National and International Policies in Higher Education Teaching and Learning	
Introduction Developments in schooling in Ireland: Irish context Ireland's first colloquium on university teaching and learning Skilbeck report on higher education in Ireland Submission to O.E.C.D. review of higher education in Ireland Developments in UK higher education: UK context Wider participation in higher education and its effect on teaching and learning Changing patterns of learning Towards a framework of professional teaching standards Assessing quality in applied and practice-based educational research Increased importance of learning and teaching in higher education Conclusion	27 27 29 31 32 34 40 41 42 43 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	75
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	86
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 meeting Reflections on the changes in assessment	115
Reflections on the changes in assessment	116
Purchasing of authoring software Action Research Enquiry One: Co-creating a curriculum	118 119
Action Research Enquiry Two: Online Learning Journals	130
Ann Marie's evaluation of her learning	150
Conclusion	153
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	
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	221
Chapter Nine: Conclusion	
My research a voyage through changing scenes	223
ICT in the context of teaching and learning debates	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