

Appendices

Appendix 1 – Scanned version of New Zealand Journal (A@t₀)

This is support material for IM3

The Journey

Sunday 24/11/02 - GMT

Sheila took me to Reigate till where I swapped to Grandad's van and ~~took~~ he then took me to Heathrow dropping me at Terminal 3 at about 10:00 am. Lta Air New Zealand had set up a temporary stall for checking in but it was experiencing some technological challenges and as a result I was forced to wait about an hour to check in. This was finally achieved by 11:00 and so I made my way to Burger King for a coffee. Boarding commenced at about 1:00 and the plane, jam-packed, departed at about 3:10 GMT. To my surprise and delight the All Blacks, returning from their 'Autumn Tour' were on the plane and the guy next to me was returning having followed them around the UK and France.

I dozed fitfully and watched a couple of movies having read the paper (Observer). The meals and service were excellent. The words of Phil Collins came back to me: "Fenny old world in it" as we flew in over Beverly Hills. I shaves after leaving slightly.

LOS ANGELES

America - My first meeting with a yankee on their home territory was, ironically, someone from the USA - She confiscated my banana! - Always thought they had narcotic tendencies! The man at immigration made an 'in-your-face-counselling' session with Hughes seem like a breeze. They let me in! I stepped out into the early evening air but it was too dark to see much. Had an engaging chat with ex-state trooper Montinez from Texas who insisted I try his 'Jersey' - looked more like 'Scag' to me but tasted 'mighty fine'. Boarding soon re-commenced and we sat down at around 7:30 pm to prepare for the 12 hour onward journey to NZ.

- 2 more movies
- lots more info videos
- Some sleep
- Developing conversation with 'Russ Avery'. He gave me some good tips about eating and sleeping in NZ. Suggested I save the South Island for a longer and more purposeful trip. Don't know what this jet lag fuss is all about!

AUCKLAND - 05:45 26/11/02 - GMT+13

Left Auckland International Airport at 07:00 26/11/02

66
3/20 0
18
2,8

Car mileage showing 6125K - Blue Toyota Echo. Nice styling - small boot. A bit disappointing because I wanted to keep all things out of sight. Still! Mustn't grumble!

Found my way to state highway 1 in beautiful clear sunshine. It was exhilarating. A lovely cool breeze. Badly in need of a shave and a shower! Came down across deep forest and then a vast swampland punctuated by lakes, rivers and a whole mix of flora and fauna. Was reminded of Alan Bainbridge's fence about possums. They don't need to shoot them; they just run them over!

HAMILTON - Found my way round Hamilton having missed the short cut to Cambridge. Regretted not having made contact with Waikato University but would have been almost certainly incomprehensible by them! Nice looking place a bit like Bournemouth.

LICHFIELD - Stopped at a filling station for my first experience of Pils - \$2.60 - for pure steaks - and a bottle of dial coke. Whole meal cant about \$1.50 - amazing. Had to pull over a bit later for a sleep. - Head aching by now due to a result of jet lag. Found a quiet picnic site and felt safe enough to nod off.

TAPPO

Alan Bainbridge was a joker! This was the most stunning view since Bantley Bay (1993) - It even beat Setkine (1991). Across between Kilmoney and Garamie with a hint of Windermere. Beautiful. Stopped on lakeside at several points and watched a flying boat. Sheila phoned - wished she was here. Stopped at various 'scenic spots' along the way.

NATIONAL TROUT CENTRE

- Obviously had to stop here. Took a walk through the woods and ponds to see massive rainbows. TONIGHT!

DESERT ROAD

- Nothing in my life had prepared me for this - Stunning! It just got more and more spectacular. The mountains became volcanoes scraping the sky and adorned with snow. Beautiful - Mt. Ngauruhoe. The SH1 came to a halt and we all moved on to a gravel road. Struggled to keep my eyes on it as each turn brought a new and more stunning view. The hills are either green, red or black. Palms mingle with pines - Fab! Saw the Cafe in a plane at Mangaweka on the Rangitikei River

PALMERSTON NORTH

- Arrived at PN at 04:10 - Drove to Massey University - lovely campus - paid several miles. Checked out a few before settling on "Parlison" - \$91/night. Big bed - Shower table + chairs - Tard C + microwave. Crashed out at 8:00 after 8:00 pm a \$2 - Steaks + kidney - 66p for all that!! - Unbelievable - comedian street on the TV!

MASSEY UNIVERSITY 22/11/12

- Breakfast duly delivered to my room - what a treat!
Chilled out because sleep was over but made use of all the facilities including the shower kettle and microwave.

MARIAN COUET - Arrived, as agreed, at 8:45 via the BP filling station that had kept me awake most of the night! I paid by ~~cash~~ card which worked - hooray! - £30 to fill the tank - Amazing!
+ MARY SIMPSON Marian met me at the busstop and we went straight to her room. Met with Mary and we planned an agenda. Marian set up loads of meetings and then we rolled into a discussion of distance learning and related matters. There's a lot going on here which we can learn from. The distance learning experience is embedded deeply and e-modules replicate exactly the quality of student experience.

MARIAN We exchanged OU stories and dealt with some stuff around leadership and management. We talked about distribution - she's right on! The woman's perspective has been overlooked. Must put eell in touch with her.

LUNCH AT THE UNIVERSITY - Paid for by the Faculty.

PRUE KYLE - Professional Development Unit. Manager of teacher's professional learning. Prue gave me a fascinating insight into how teacher professional development is organised in NZ. Cards around her deep knowledge of the education system. She introduced me to the notion of 'desire' schools and talked about 'side charge' schools. She also gave me an insight into 'compendium school' which has been in existence for many years. Cf - Nilschod. red

BILL ANDERSON - Bill showed me round WebCT and we discussed the relative merits of proprietary VLEs over DIY. He advocates a clear approach supported by the techies. Is not going to ICLE because he has papers all over the show elsewhere. Bill has done his Ph.D. on distance education and knows the literature really well. Both he and Mary have enormous experience of successfully conducting distance learning and are leading edge women. They will be a useful ally.

MARIAN + GERALD

A fabulous evening drinking fine NZ wines, discussing OT Pedagogy and working around topics of children, spirituality, hierarchy, clergy, power and jet lag. Marian made grilled grapefruit, Prawns + Seafood ^(Risotto) and fresh strawberries with homemade ice-cream. This is lifestyle - NZ fashion. We have in set in 10 acres of hilly countryside in the Pongahiviro valley to the South East of PN. They keep peacocks in the garden which has an abundance of the birdlife. Gerald was a Presbyterian minister, has been a teacher and now works as a builder. He has almost completely renovated and re-built the house which is simply stunning. It combines old colonial style with modern ergonomic simplicity. My room was amazing.

#52:45 on wine! Style!

Paid a visit to the teacher's resource centre. Bi-culturalism is very clear. Picked up a lovely maci stay box for Sarah.

BREAKFAST - As I was still suffering from jet lag I woke early in this fantastic bedroom set aside by Maivian for me in their beautiful house. I sat out on the veranda from about 7.00 am and watched the pheasant peacocks and other birds going about their morning business. The house sits in 10 acres with a completely separate bungalow, the pool that Gerald is building and fabulous plants everywhere. Gerald and then Maivian joined me and then Maivian made a ~~sea~~ genuinely healthy breakfast - 'off setting the day before' - Muesli-peaches and grapefruit juice - Fresh! It's no wonder they look so fit!

MARK BROWN - Drove Maivian in and she left me with Mark Brown who is I guess the Phil Pole of Massey. He would define himself as a Learning Technologist and we talked about constructivism and Technology. He had interesting things to say about ICCET 2002 having refereed the papers. This guy is out of the cage and is critical of the panacea approach to ICT. He gave me his courseware for learning and educational technologies. He showed me his brilliant virtual school for using a problem-based approach to ICT integration into LIT. E-mail correspondence! - mUSA

IVAN BAILEY - Ivan is in charge of a self-supporting unit at Massey that attempts to provide networking solutions to schools. We talked had a nice lunch and explored the principle of 'listening' to schools about their and their teacher's needs. This was really interesting. The technology that is in use probably lags behind UK (Cornwallis) but it is far more embedded and is used more creatively by teachers in the classroom. Interestingly at \$60/school for a full MS Windows XP (incl. OFFICE) - per annum. These kids can drive for a lunch was taken back at Mary and Bill's house on the veranda one today

MARY SIMPSON - The AU Blair's brainy grand. Amazing! 19,600 students (Ext+main) 2,000 F/T - EDOs 38k 10% F/T by distance. (incl. teach. ed.)
Mary kindly took me through a real time investigation of her Level 3 teach.ed programme which focuses on professional practice and will lead to a 'supervised' teaching practice. She calls this a 'posting' which is not to be confused with a posting on a webboard. We talked about academic standards issues and the validation processes and the issue of on-line socialisation. Clearly web-based students have greater access to support than campus based ones! - Got that one sorted then! Professional development activity must focus on de-learning andragogy. - Met the HOD - Prof. Wayne

MARY + BILL. This was again a very pleasant, enjoyable and relaxing evening. I did some reflective work while it was in my head. Bill went Kayak racing! They know how to balance life and work here! Then Mary laid out cheese, fruit and biscuits. We 'had a beer' and swapped stories of 'over-indulgence and fine beers drunk round the world. Then we went into Palmerston North for dinner to a cafe called Moxies. Mary took a NZ chardonnay to drink which was delightful and I had the most lovely lamb steak imaginable. It was really fab. Conversation was in and out of academics and less cerebral stuff. lovely people. In the way back home we drove upto a viewing point to see

Jet lag I think jet lag must be setting in! I left my books on using new technologies in Mark Brown's office and my notepad and in context pen back in Mary's room. I hope I have not put them out too much already. Wrote home

Friday 29/11/12

6:30 a.m. I went to bed early (10:15) just after Sheila called. It must have been about 9:30 at home in the morning. I wonder why she is not at work. I hope everything is OK. Apparently Anna is off school. I hope this is not a bad sign of something about to kick off. One more meeting at Marsey today with John O'Neill hopefully and then off to Wellington. Amazingly I feel as though the end is in sight already. Must make the most of the drive down today. Shame I didn't sleep for longer but feel well, relaxed and 'go for it'! Glad I got the battery on the camera charged but I suspect I may need to get a charger before I move on.

Had a great conversation with Bill and Mary about where to go over breakfast. The mussels were really good and fresh apricots. - looks like I am going to head to Halswell hodge in Wellington. Must pick up some Nutbards mussels for breakfast.

Also talked to Bill about distance education and he told me about his and one of distance education which is due out next year. That will be a must ~~buy~~ buy book before we get going properly with a computer enabled proposal and development model.

Came in to Marsey for the last time and checked e-mails. Great one from Anna + Sarah! The rest of the stuff was puerile ~~and~~ rubbish from work.

Had a good chat with John O'Neill who was quite jet lagged. We talked about subject leadership and the politics of education. He even suggested a comparative research project - working on subject leadership in UK + NZ. Damn! I might have to come back!

TOUCELIST AGAIN - Set off from Marsey at about 12:15 having booked Halswell hodge at Bill + Mary's suggestion. Stopped for a pie + diet coke about 20 minutes later - £1:30 (£3:15)! It is so rugged down here. Drove by the Tararua Range which runs for 165K down to Wellington. Not as high as Tongariro but nonetheless impressive. It was quite warm and sunny so I stopped at Shannon for my picnic. Had a short stroll around and took photos of more mountains. Drove into 'Ourcatrag' which Alan had mentioned. Didn't really want to stop as I needed to get to Welly. Stopped at Otara Forest hodge but was put off by the unwelcoming signs - Don't enter here: Christian camp. Should have known really! Stopped again at Otara Beach and photographed Kapiti Island which rises straight out of the sea. Awesome! The beach was grey and gravelly and quite windy. The sea was a nice blue and the island granitic and brooding. Clouds clung around its peaks. It was very beautiful. Drove on through territory which increasingly showed signs of Maori civilisation and culture. Will Katere is from here. Stopped for a 'comfort break' at Paraparaumu which was necessary as my concentration was waning! Would have used to get out at Porirua to take the air but this is (S11) the main drag down to the Wellington Peninsula and it is not allowed. The road runs along the foot of

the mountain and is 'washed' by the Tasman Sea on the other side!
I am not convinced Sheila would like the drive!

WELLINGTON Nearer the South Pole now and it was clear from the weather that I was not going to see much. Fog had closed the airport and the drive in was commensurately hairy. Drove around the city to get my bearings and found the hotel. Checked in, changed and charned! Had a few minutes of depressing cricket viewing on Sky! - Went for a walk, a long walk. Wellington is a city but it has 2 redeeming features Te Papa which I will go to in the morning and the harbour which has a huge esplanade frequented by joggers, cyclists, swimmers (Ariki Laniere is huge dorm under) and pedestrians. Including an exploration of the shopping centre, the arts centre - most of which was closed except for the concert hall where Pink was appearing - and the Francis and James park (Naval memorials) and a visit to Ronald's place (\$6:85 - about \$2:20 for a super combo!) (was out for about 4 1/2 hours. Sarah phoned - missing her and the others! - and then went back for more Ashes depression! I cheered myself by writing some postcards which are not easy to come by it would seem. Fell asleep with Matthew Hayden going like a train! at about 10:30 and amazingly with one comfort break slept until 6:00 AM.

SATURDAY 30/11/02 Woke up at 6:00 to a fine beautiful morning. Looking forward to today's sightseeing. This turned out to be another brilliant day. The breakfast was... over quirk! Ah well 'c'est la vie'. I guess the closer to a city you are the less value for money you achieve. As soon as I had finished I checked out and left. Parked the car at Te Papa and went for a walk. Bought a slab of diet cakes and some really cool over-sunglasses. The sun was out, the sky was blue and the harbour glistening. Watched some rowers doing their stuff in a manmade harbour behind the marina on the way to the post office.

TEPAPA - The cost of admission for the car park reduced the real time I had here so I decided to head first for the natural phenomena section and the Maori exhibition. The former was a cross between Madame Tussauds, Disney world and the Natural History Museum. It has been superbly well done and is really interesting and thought-provoking. It helps to explain why NZ is geographically like it is. The volcanoes are truly awe-inspiring and a powerful sleeping giant in the minds of NZers. I was, however, deeply moved by the Maori exhibition. The Maori at the heart is stunning - made, as it is, out of Māori - Sustainable development and all that. I had a great chat with one of the guides who explained it all to me and showed me how to rub salt on to 'green stone' (Pounamu) to get it to shine (Sandsome)

There was a palpable sense of the sacred here. Ancestors worship is predicated on the wisdom and knowledge of the elderly who thus give Tapu (authority). It is their duty to pass this knowledge on to their children and so there is a powerful oral tradition. This was deeply spiritual and moved me. The carefully worded exhibition about the Treaty of Waitangi gave pause for thought. I was reminded of CAFNA '92 and all that. The visit helped me reaffirm my belief in the need to respect the culture and customs of indigenous peoples and to celebrate diversity. I suspect there is much we can learn from Māori respect for the planet. It is interesting that they venerate a mother goddess of fertility too. *Fornibal possum.*

KAROKI - Wanting to avoid the normal tourist route and so headed out of Welly due west only to come to an abrupt dead end in a housing estate in Karori. Not a problem because it caused me to turn round and head into a wildlife park. I would have loved to have stayed there but felt urged to move on. Beautiful birds seem to be everywhere with pretty plumage or powerful claws. I saw many hawks and eagles today. I wonder if the absence of cats has anything to do with it! - The return journey gave me spectacular views over the harbour and bay. Stunning once again.

UPPER HUTT Decided to take a native lunch and so pulled off SH2 (At it via Tambridge Rd!) and into this very flat city resting at the foothills of Tamarua National Park. Found Pak n' Save market and bought cheese and bananas and a multi-pack of cups.

KAITIOTE REGIONAL PARK Stopped here for picnic in a brightly lit and beautiful valley which was packed with exotic wildlife, descendants of the Moa and more eagles! Wish I'd read the info before because I could have stopped by yet another stunning river - Crystal clear and sparkling. I walked down for a post-prandial and touched the water. The valleys stretch out up and out in all directions - beautiful.

RIMUTAKA SUMMIT (This was one of those moments that sticks in your mind: it made the Italian look like a tip down Bluebell Hill! It would have been fine but for the locals who all need to 'slipstream' on your bumper. The scenery was just spectacular and so impressive in its colour and shades. At top there was a stopping place which allows you to get your breath back before going downhill again.)

RUAHINE RANGE I realized I hadn't come very far when I checked the map and saw on the way to Welly. At the end of this gorge there was a sudden explosion of mountains which turned out to be the Ruahine range and which flanked my drive on the West. This is the natural barrier that causes the Easton (Pacific) side to be more dry -> This good for wine-growing. The scenery remained spectacular though the road chose to be more calm and measured, long straight stretches through Masterton, Carterton and on towards Hastings.

DANNEVIKŌ Paused 1,000 k's here and was unimpressed by the very narrow influence. This country is a fascinating series of ~~etc~~ contrasts, all of which you bump into only after a few minutes in the previous. This is replicated by the radio stations which come and go incessantly. I wish I had bought some tapes. Had to stop for juice (#33 - £11) as car was low on fuel. - This is so cheap! With photographic stops I had been on the road for about 6 hours and was getting tired. Decided to just head for Napier. Found Sea Breeze without too much difficulty - opposite the Aquarium.

NAPIER - I can now add the Pacific to my collection of Oceans! I am sitting on the covered balcony of the most amazing B+B in this extraordinary town. It was destroyed by ~~an~~ earthquake in the 1930s and was completely re-built in Art Deco style. This home has been done out to keep it en vogue. My room has been done in Chinese style. Very bright but beautifully comfortable. I love the TV stand! An old Grandfather clock came with the workings removed and the wood ~~the~~ space made under a shelf. Brilliant idea! The balcony looks out across the beach to the Pacific which is pounding huge waves against the shoreline. They make comish waves look like ripples in a millpond. The beach itself is shingly - almost volcanic shail - I walked all the way along it last night which was quite hard going. Then I wandered round the town and came across an Art Deco cathedral! The city itself is pretty small, like PN + Welby, but then if you have such fantastic countryside why live in a city! Café Society is well in place here but was more expensive than elsewhere so I had chicken and chips from "Marg's take away" for \$4.85 () and went back to the beach to eat it. It was really tasty. I ~~also~~ made myself tea back at the B+B which I suspect is trying to create a sense of "Brouwer's camaraderie" like the YHA + Backpackers' lodges next door. I quite like the idea of a shaved kitchen but ~~the~~ am glad I opted for an en-suite. Ironically last night I didn't need to comfort break! Art Deco is an interesting style - in some ways it's quite gaudy but in others it has a charm which surpasses the brightness of its colours. Just debating whether to go and watch a dolphin show or go to church. I guess both would be spiritual experiences!

LESK VALLEY The problem with planning here is that it never quite comes off! I ended up chatting to Wendy and Jeff the proprietors of 'Sea Breeze' having spent some time talking to a couple of Dutch people who were the only other guests at the B+B. This was fine by me as they wanted to show off their newest decorations. It really was amazing. I asked Jeff about which way to go to Rotarua and he advised Taupo, so on an unmade up road did not sound appealing! Hauser's Bay is famous for its wine and so I decided to visit a vineyard - winery they call them here and passed the hidden estate which is cut on State Highway 5 in the direction of Taupo. It shows a tasting place with the Wishart vineyard. I was there ahead of the guide but had plenty of admin to attend to as well as looking at the beautiful mature vineyards which are reminiscent of Alsace (2002). I tried the Merlot - and then a melon from Wishart. The hidden was better so I bought a souvenir! Not cheap but it will do nicely after the Mercier from Epornay in Christmas Day. Sadly felt the need to move on but not unusually for NZ ended up chatting with the hostess. We talked fishing and routes and she advised caution of the Taupo rd. little did I know that I was in for another stunning drive.

Sunday 1st December 2002

TE POTUE - As the road climbed out of Hauke's Bay it became apparent that the weather was not going to be kind. It was nonetheless beautiful as cloud clung round the hilltops and the vegetation became more European. Lots of willow and elders. Every so often a pine forest broke up the landscape. Birds everywhere. Lots of possums... well, ex-possums. Must find out what those funny little birds are. They might be Tei, - Actually Myna's

TARANAKA FOREST - Sadly the rain, fog and clouds all conspired to limit visibility. I got the distinct impression that I was missing spectacular views as a result of the weather. The road wound in and out of hills, gorges, forests and plains. Very so often a small glimpse of beauty emerged on the edge of the moisture. Lots of evidence of logging

TE HAEOTO - I allowed myself to indulge in another NZ custom at the Tiptop cafe on the top of another mountain. \$2 for a mug of coffee, "Drink as much as you want." I had Irish cream with fresh cream! It was fabulous. The cafe was like a log shed but adorned with photos of the many passing vehicles that must pass through. Some spectacular photos of vehicles on fire. The toilets were equally "charming"! ^{white water rafting}

PHOTO FAILS - This was a very long way up. I tried several times to find a photo opportunity. I was either in the wrong place or the river was! The Waipunga river cuts right through an amazing gorge.

TARAO - I was reluctant to re-visit anywhere given the shortness of time available but the road meant it was inevitable. Still it gave me the chance to see that view again. - Ngurahue was catching sunset! I would up to spending money on ~~fuel~~ a meal again.

ARATIATA RAPIDS - I determined not to stop again until Rotorua. I was once again tempted "off piste" to see these stunning waterways. Next time I come I am definitely going on a jet boat down the rapids! I can't get over the clarity of the water. It was really hot standing on the bridge. Looking down onto the Waikato then

WAIHAKA WAI-O-TAPU - Land of the long white cloud (Aotearoa), "My..."

This was more like the land of the deep, dark thunder cloud! - Keared in to the visitor centre and was surprised by the \$16.50 entrance fee. Given everything else is free or cheap... Absolutely worth every cent. This is truly a normal dendroland with the most amazing volcanic features. The guide said the tow would last about an hour and a quarter which it did but it was a multi-sensory experience. Colours vivid, sounds eerie, smells powerful and at times unpleasant but hey! I was standing on a live volcano. This was uppy + dunny - My walk for the day!

ROTORUA - **PARAWAHI LAKESIDE MOTEL - Ngongotaha**

It's about 9:10 and I am bushed! It's lovely to feel sleepy or a weary. The outdoor life has much to commend it - why can't it fit with modern Britain? I spent about an hour watching the geysers on the far side of Rotorua, which I am staying. The motel has its own mooring and mini beach and it has all sorts of gear to borrow. The unit is old but comfortable and sets only £20.00. There are 3 beds! Made a meal of bread, salmon, chips and a banana. - There's only so much of the high life you can take! Oh yeah! I had boiled water. After the sun came out at Wai-O-Tapu it got really hot again. ~~to~~ I was well and truly parched by the time I got here. Tea is the drink of choice on this island! It's all free!

P.S. I can hear the waves lapping on the shore of Lake Rotorua.

Monday 2nd December

Discovered by tele last night that Rastaforianism is big among Māori and that Bob Marley is a modern icon! It explains the headlocks of many Māori including Taha Ummaga. - That would be cool! A rasta captain of the All Blacks! Also watched a documentary about a film called "Whale Rider" which is due out in

January and is tipped to win Oscars. It's about whaling and is set in a small village near Gisborne (East coast) There is a huge Māori influence on the film. This will be a must see! I now understand the fascination with the sea and why there are so many reggae songs on the radio. I woke at 6:00 as seems to be the custom now I'm here. I finished the crossword over a cup of tea and then performed my abrition, quick breakfast with the Hubbards mussels and then packed up. I paid my bill to the rather hesitant owner who was not at all interested in chatting about rugby despite the signed photos of All Blacks in the office. I took one last look at the Cove and headed into town. I drove to the Whangaremore Thermal village and walked around for a few minutes but realized it was not going to open for some time so I drove on to the New Zealand Māori Arts + Crafts centre that also has a trip down to the Geysers. This began another day of staggering contrasts. At one point I was on my own in the middle of the bush by a volcanic hole in the ground and later on found myself on the Island's most busy road at rush hour!

My first real stop was at the Māori village which contains a kind of living museum with a geothermal theme park. I spent nearly 2 1/2 hours following the suggested tour and making good progress through my understanding of how ancestor worship coupled with fierce family and tribal loyalty have come to make the Māori people what they are. The displays of weaving and carving were really interesting and I was fascinated to watch the sacred cut of pounamu carried at first hand. The Pohutu Geysers was something else! The awesome power of nature has to be seen to be believed at such close hand. Even the smell of sulphur needs to be experienced. It was hot! I was glad I had hydrated well and had my hat and glasses with me. As with everywhere else the bird life was astonishing. Still seen only 2 cats my whole stay!

POLYNESIAN SPA POOLS If it was hard to come away from the Māori village and the Geysers it was nigh impossible to get out of the Spa baths! This was an expensive visit \$114 but well worth it. I was determined to bathe volcanically and did so in a mineral bath that was very warm, a radium bath that was boiling and

a series of smaller pots that were both cooler and more pleasant. My eczema had been quite bad for some reason but.... I wonder if this is the power ^{of} mind over matter. There were striking similarities with the baths in howdoi. The mountain backdrop, the use of a natural spring, the complete absence of each body shape by others using the facilities. - Superb! I was in the water for about an hour and a half with occasional strolls down to the waterside of Lake Rotoma. This was a striking place yet again. The temperature was very pleasant though a little overcast. I decided against lunch in the portside cafe and hit the road after seeing myself from the boot of the car!

KAIMATI MAMAKU FP. I thus began a 3 1/2 hour drive to Auckland through this stunning countryside. I paused once for coffee and a sandwich along the way. This was again amazing. A crust of coffee and a sandwich for $\text{K}1.50$ - $\text{\$}4.50$. I paused again to photograph the mountains having had to drive for some way to find ~~the~~ somewhere convenient to stop. I didn't leave it too long knowing that I would be back again on Friday night. This was a much more tranquil drive; more like again in England. It was deeply forested in parts and quite open plain in others. The ~~some~~ dispersed into motorway and city hinterland as the long drag into Auckland began. I realize even more that I feel more secure in the countryside. ~~Other~~ Cities - or at least as far as ones - save me! The drive straight through Auckland was hairy and did not afford much time for sight-seeing! I must remember to photograph the harbour bridge and the grey tower. Arrived in Takapuna in bright sunlight but took ages to find the motel in which I had booked for the conference. The exterior appearance was nothing to write home about but inside the unit $\text{\$}70/\text{night}$ (30 $\text{\$}/\text{night}$) it was spacious, comfortable and very clean. New carpet really makes a difference!

BACK TO WORK - I was tired but needed to get my head round the conference proceedings and so I made myself a meal from the contents of a short journey to "Foodtown" opposite and then set about doing the preparatory work. This is the most thorough conference I have ever been to and is facilitated by the careful use of technology. I think I am going to learn a lot.

TUESDAY 2nd DECEMBER

I woke up and realized I had fallen asleep watching Bob Morley on NZ One. Still I had slept for nearly 7 1/2 hours. I left early and found the North Harbour Stadium without too much difficulty. It's a very impressive Rugby Ground and conference centre with a good looking cricket pitch opposite. We were there ridiculously early and had a fair amount of sitting around before the first session kicked off at 9:00 am.

SESSION 1 - Tutorial on 'Agent' creation within a VLE called FLE3 - Seems like a good idea but am not persuaded it does anymore than Blackboard or WebCT - The latter is favoured by Australasian, Americans prefer Blackboard.

SESSION 2 - Doctoral papers. This low level self-indulgent stuff really makes Sheila's work look and feel like rocket science. No wonder "Ray" couldn't manage it. I am getting tired of hearing educationists rabbit on about their own classes as if they are simply research guinea pigs and not people to be taught. I believe that reflexive practice has reached its nadir! We are postulating 'new knowledge' creation on the basis of 20 of our own students who presumably we have made in our own image and likeness. We are bound to agree with our findings.

- Sorry! Had to pause to draw a mindmap - Crystallization and visualization of my thoughts.

SESSION 3 - Tutorial on successful ways of organizing online learning. This was good - Mind you it was outward looking purposeful and intelligent. It drew on a wide body of sources and used audience participation as a tool for knowledge building. Must remember to get the papers and slides by e-mail.

SESSION 4 - Paper session which again showed theory without relevant practice. You can tell who has done some research and is using the conference to publish it and those who are using it as a way of meeting their 'performance indicator targets'. This was how it was put by Brian Ferry 'my new best friend'. He coined the new concept of 'distributed cognition'. Must work on that. Perhaps an undergraduate degree in Psychology should be my next move!

SESSION 5 - Paper session. This was really good. A balance between full on theory and practical applications. I learned that the OU has developed its own platform 'Lyceum'. Perhaps my next degree should be in Computer Science! That would be a laugh!

SESSION 6 - Guest lecture - This was very dull and uninformative. It shows what happens when your economy collapses and you have to find a new way of learning + teaching - Blimey the 'world leaders' are suddenly talking constructivism and collaboration in the classroom. I still think teacher agency matters most! Good teachers will be

effective whatever the method. If you're good at C+T do it! if you're good at facilitating scaffolded learning do both. The motto is both and not either or. Mixed economies - Carmel McNaught only person to talk of subject knowledge. To me this is key. This is the Māori insight. I've called my mindmap the Taxapuna Timebomb as I am sitting in my room thinking. Bluney - it is possible to forget to eat! It's ten o'clock!

WEDNESDAY 4th DECEMBER

I felt I made the best of today having got the feeling that the conference was going to cramp my touristie plans. I woke at 5:30 and dozed until 6:00 and then it dawned on me that I could use the time profitably. I got up and did the NZ thing which is to go for a walk. I found my way to Shoal Bay and strolled around the edge watching the birds. It was mild, bright and very pleasant. I then discovered why there are no cats... I was confronted by a large black Labrador. Happily his owner was near by but I have to confess that if I had been a cat I'd have been "out there". I followed my map and found my way to Taxapuna Beach which was packed with wauwats and joggers and got it was only 6:45! I paddled all the way along the beach and took some pictures. The circular tow got me back in by about 7:20 giving me enough time for ablutions, breakfast and washing up! My mind was racing with new ideas and developments of Lat Night's thinking. Indeed I spent most of the day scaffolding my learning from yesterday by the attendance at one lecture (Allen Collins) which was good on historical technological learning communities, and 18 presentations of papers. One was given by a CPD expert from Taiwan and I chatted to him for some time afterwards. I realize what turns me on is stuff which is intellectual, challenging of my own knowledge base or attempts to say something new. I get bored hearing about someone's research of their own back yard. Some of it is really light weight and gives me confidence that I could do a paper. I must put something into BELMAS... or maybe Hong Kong!

I became intrigued today by the notion of English as a meta-language. You have to hand it to these people. The majority do not have English as their first language but ~~to~~ are presenting the findings of their research in English. It is interesting that the Pacific rim speakers are usually more accurate than the Europeans. I got really irritated by an Aussie woman Assistant Professor who was chairing one session and really thought she should be a key note speaker. She was so patronising and condescending to the presenters. Sort of person that you have to take on intellectually... So I did! The most impressive speaker was Rudy Lekeche a French Prof. with loads of ideas about knowledge cocreation. I must read his papers from the CD ROM. Decided I need to write down examples of NZ humour. - I really like it.

Ps Also noted the perpetual smell of honey in the air. It might just be a contrast with the sulphur from Rotonia but it is more likely to be the abundance of pollen. This is another NZ first - hay fever in December! It's interesting, lots of people are suffering with it.

AUCKLAND

I decided to go into Auckland, and was glad I did. The harbour was full of yachts circling round the America's Cup boats. The 'city of sails' certainly lived up to its reputation. I was also keen to see Sky Tower and Sky City and made my way in tentatively over the spectacular harbour bridge that links the city to the North Shore on which is built Takapuna and Devonport. Found my way down to the docks and watched polyresian types fishing amid the ostentatious wealth of those who sponsor Team New Zealand and the other Luis Vuitton competition. The colours were striking set against the brilliant whiteness of the yachts and super-yachts. I made my way into the city which is no bigger than Geydon and was awed by the tower, the tallest manmade structure in the Southern Hemisphere. People abseil down it! Mind you they also climb up the harbour bridge. Bought some postcards as souvenirs and collected my pair of socks from the All Blacks shop. I was tempted to buy a shirt but settled on a Tie! Had a good chat with the sales assistant about Rugby and got straight on my mind the difference between the NPC and the Super 12s. I must make a point of watching out on Sky for the Auckland Blues when they play the North Harbour Stadium. What's interesting about Auckland is that it is NZ's biggest city. That makes Wellington a capital like Canberra or Washington D.C. - They can concentrate on being capitals, whilst New York, Sydney and Auckland can do tourism and gritty.

Nice to get an e-mail from ~~Star~~ Starprincess1. Amazingly had a call from Mary Ramsey. I'll deal with that next week! Getting tired now and feel the need for sleep. It's going to be a long day tomorrow, but glad that I've seen a bit of Takapuna and Auckland.

Ps The other feature in the absence of cats is the huge Seagulls that are everywhere. I saw one chasing a cat away from some food scraps! Long live the Seagull!

Thursday 5th December

This was a day for deeping the now becoming families. I heard prof Bob Lewis from hancaster give his talk which was hampered by a failure to simply control P.S. I wish people wouldnt use powerpoint unless they know how. It is so embarrassing and such a waste of time. I then attended another 2 or 3 so minor presentations that ranged between the poor and the brilliant. There seem to be 3 types of papers here: Ones that report on software development work that is underway and which will support Learning applications; Ones that ask intelligent questions about what the future might look like as new knowledge is constructed; Others just seem to give a description of a course or session that has been taught and then extrapolate out to suggest that all learning is like this. I really have my doubts. Part is a huge multi-linguage challenge here. Programmers working in C++, Visual Basic, HTML, JAVA etc translating into Taiwanese and then into meta-English. It's difficult to get a sense of what some people are saying and others have a clarity which is mind-blowing. What has surprised me is that I have seen lots of evidence of their sharing my concern for the primacy of knowledge. The knowledge Building Environment is continually important. It enables the Transcendental and timeless truths of global intellectual heritage to become a foundation for new and emergent learning situated in the context of a learner's 'space'. My metaphor of my Master's thesis can be nicely adapted here to take account of the few corners of a Maori storage house. [It was intended that Professor Tax Wei Chen quoted Confucius this morning; a veritable ancestor if ever there was one - 6/12/02] The conference dinner was very enjoyable though come to an abrupt end with the departure of the buses. I sat with Paul a Mexican Ph.D. student at Osaka University in Japan and Michael Verhaadl from EIT in Napier N.Z. The conversation was laid back and easy and the food magnificent. Got home (well Taurapuma!) and decided to relax. Actually I was in bed by 11:30 and the hotel had refreshed my supply of milk. They really know how to look after visitors here. Kinshuk did a great job of closing the ceremony.

Friday 6th December

Woke at 6:22 which means 7 hours of good quality sleep probably enabled by the fact that I had put the stuff away last night and was not, therefore, in any hurry. The (last) day of the conference, my reason for being here. Quite sad really. I am, however, more determined than ever to use the job to expand my travel horizons. Tax Wei Chen's presentation was really interesting. I must remember to pass on to Mike Wood the information on Kaltura. He would make great use of the technology. It's end of the 'Millennium' comes to school! but the potential for participation is amazing. It occurs to me that my vision of the classroom of the future was not a distant reality. Had a really good chat with Perzabni from the University of Arizona. He is potentially my new best friend! A Transatlantic project would be good teamed onto an antipodean project with Tom O'Neill. Blimey that all seems a long time ago! I think I may have full meta-cognitive overload. Am becoming increasingly conscious of more fields of study: meta-cognitive

Artificial intelligence and 'Agent' were among a few. There is clearly a whole body of literature to be examined in relation to patterns of adoption by ~~other users~~ users.

Innovators, adopters, early adopters, late adopters, sceptics, resisters. Each one could be represented by faculty members we have known and loved! Of course some people operate in a number of parallel camps at once!

I also visited the 'prayer' room today. A hospitality suite in a Rugby club in the most strange setting! Still with such a spread of cultures and religions it's nice to see. (It was interesting that word 'North' was posted on the wall in order to enable all areas to find the direction for their prayers. The last sessions were quite repetitive of ideas from earlier versions and papers but I talked with David Kluge from Japan about their work and also examined a number of the poster session providers. Had a good chat with someone from California State University. I must admit I have found the Brits most stand-offish. I made a good contact with Paul Rosta, a Mexican studying in Japan and learning to programme HTML (Kangji) characters. I was also impressed by his tablet PC with wireless connection which enabled me to use the net! He is working on the creation of digital libraries in order to take information base to native American peoples.

I attended the final session at which the people from Hong Kong sent out the invitation to participate in ICCE 2003 -- -- HK does not appear to be as attractive a proposition as NZ as there is too much city and too many people. Kluge did a great job of sorting out this conference and it will be a hard one to follow. It reinforces my commitment to setting papers into conferences to continue exploring the world.

Tourist Again - 16:50 6/12/02 I left North Harbour stadium and hit SH1. I had not travelled more than 10kms when the traffic seized up! Well it was Friday night and Auckland is the biggest city in NZ. I should have known really. What a wally! I phoned him to say I was stuck and she was not surprised. It is evidently notorious. It took an hour and a half to clear the city limits and ended with pleasure that the route into the airport - for Sunday - required no ~~such~~ ~~going~~ cross-town journey. So I left SH1 at Manukau which is a large suburb of Auckland. I followed the road down to Bombay (The subject of much NZ humour I believe) and then turned on to SH2 just after Pukekohe. This rolled into the Taupiri plain which is a wide basin, quite high up between the Firth of Thames and the beginnings of the central mountain range. This took me to Paeroa - the antique capital of NZ where I stopped to phone him and get more directions. I realized that she had actually moved from Waikiki Beach and is actually now living in Tawanga. The road from Paeroa went through this unbelievably spectacular gorge called Karangahake which has a river at the bottom and a tiny village called Waiaho half way along. This place does not appear on any maps I have with me

8163 K5

I let the Ngere dent adventure it so that it remains ~~of~~ unspoilt. This place is, after all, off the beaten track. It was difficult at Karangahake so I determined to photo it on the way back. The road ~~from~~ ^{to} Waiki was long and windy and it was getting dark. Hyn had told me to watch out for Bethlehem (!) which would be a good marker - It took an hour to reach it. The Star on the chemist's is another fine example of NZ humour. Hyn's directions from here on were excellent and I arrived at about 8:45. She lives in a Richmond home for people with learning disabilities and only has a one-roomed flat so after a delicious meal we drove to her daughter's home in Papamoa on the other side of Tauranga. It was good to catch up on her news and she was interested to hear about Sheila, Mary, Ellen, Anna and Sarah. I hope I didn't bore her talking about them! The next morning we set off quite early to drive the Coromandel Peninsula.

SATURDAY 7th DECEMBER

Mt. Maunganui Hyn was determined to show me round but was also keen to see some places even she had not visited. That was cool by me. She wanted to show me the 'Mount' as they call it which is this stunning volcanic lump at the entrance to Tauranga harbour. Sadly there was a 'tinman' race in progress so the road was blocked. Nonetheless we got out and strolled onto the beach - white sand, clear blue water, view of the harbour, palm trees - but it began to pour with rain. The day had begun in bright blue sunshine and I was not dressed for an English Autumn. Hyn wanted to go back to the flat to pick up her coat so we did. She changed but it was getting warm again so I just retrieved my bag and we set off towards Coromandel.

WAIKI BEACH Having paused at Kaitiaki for zovirax and to photograph the amazing murals, we pulled up again at Waiki Beach which is 10k of white sand, surfers and sunshine. - It was really hot and I watched a junior surfing competition for some time. These Kiwis really know how to enjoy themselves. It was a whole family event and Spectacular from an outsider's point of view. The road went back through Paeroa which incidentally has 'pre-loved' furniture and one-a-brac. Something of ce on my guide was pleased to tell me.

THAMES - I don't think Hyn thought my gag about being 'early home' was very funny! Thames is a kind of portal town which gives access to the Coromandel Peninsula and is a pretty place with typical NZ 'baches' dotted along the foot of the hills with front gardens about a mile long that go down to the beach. This beach is the Firm of Thames and looks across to Auckland on a clear day, which it wasn't! The scenery to the ~~west~~ ^{East} was Spectacular and as the road left Thames it became even more stunning, spectacular and rugged. The road felt about 3" wide - there is only 1 and it hugs the shoreline - It doesn't have much choice because after about 3k the

beech evaporates and the cliffs rise sheer from the roadside. It was absolutely awe-inspiring. It remained as such for about 60k until the road swung round to the east and began to climb. It was deserted and unspoilt and the view from the top was indescribable. Coromandel town sits at the head of Coromandel Bay which is a natural harbour with a massive Oyster Farm visible on the mud flats at low tide. From the mountain above every conceivable bit of NZ geography was visible. I was amused by some cattle hugging the hilltops - God knows how they got there. The clouds and mist added to the atmospheric weather ~~constantly~~ setting - it was just beautiful.

COROMANDEL The town itself was quaint and engaging with all the necessary facilities! A cheese sandwich and the lent of the Warehouse Coles did for lunch as Lynn had booked us onto Barry Brickell's light railway. Seagulls, it would appear, have a ubiquitous ability to sniff out food and they settled on the bonnet of the car while we ate. The tourist information place was a fascinating old world building with loads of stuff and a display of stuffed NZ animals including a possum. They gave us a good map of the area which enabled an easy find of the single track railway line. This used to be an old mine workings in the Sorombe for gold and the railway was used to carry materials to the open cut quarries half way up the mountain. It is now a cross between a horticultural theme park, a very rich person's folly and the most exotic art gallery imaginable! The mine workings are now used by potters - Barry Brickell being one - who cut the clay from the hillside and work it direct. There was an old station with a nicely old train and an absolutely hilarious driver / guide who regaled the whole train with his outstanding and stereotypically 'ironic' humour. Right at the top was a stunning look out across the Haurangi Gulf, site of the America's Cup challenge which our man described as the 'New Zealand Cup!' - "Well I reckon it should be called that now!" 3 strikes and we get it! - I actually found it almost impossible to look at the scenery because I was crying with laughter! When I composed myself I was able to watch his description of how Barry Brickell is consolidating new growth in the 'rain forest' by re-planting kauri and rimu trees. These all blend with the pohutukawa, ponga (the famous silver fern) tree trunks and palm trees. It was just fantastic. Among the trees and bush the Potters had 'installed' hundreds of works of art including whole walls of bottles! It was an amazing place. It was hard to come away because around each corner was a site more stunning than the last - like an old Auckland tram converted into living accommodation. Overhead there were many birds and I tried to spot a Tui which was constantly calling.

Back at the car I was surrounded by Aucklanders who were fascinated to hear the account and find out the best things to do in Leeds! It was really quite amusing. Although it was getting quite late I got the impression hyn wanted to head for home in order that I was on terra firma for the morning. I agreed to her suggestion that we go for a short (ish!) guided walk around Tauranga Bay before hitting the road back down the other side of the peninsula. This turned out to be a good suggestion because the walk from Long Bay towered through proper 'bush' where the Kauri are preserved. One specimen was 7m thick and would not fit in my new folder! The tow ended in Tauranga Bay at a wild campsite on the beach - fully serviced! It was just breathtaking.

Whitianga Sadly the weather closed in and spoiled what must have been stunning scenery as the road went over the hills. In breaks in the cloud it was possible to see scenery similar to the ring of Kerry. The driving was challenging and tiring but I was keen to get back to relative civilization in order to meet the final day. In a break in the weather we stopped for gumnand clips - This is amazing Kiwi tradition - \$7.60 for two full meals. It was really good. The day was closing in and the 2 1/2 hours back to Tauranga will be memorable for the intense concentration in showing weather on 'interesting' roads. Beer was in order back at Fannie's house but it was not long before I was nodding off.

SANDAY DECEMBER 27th

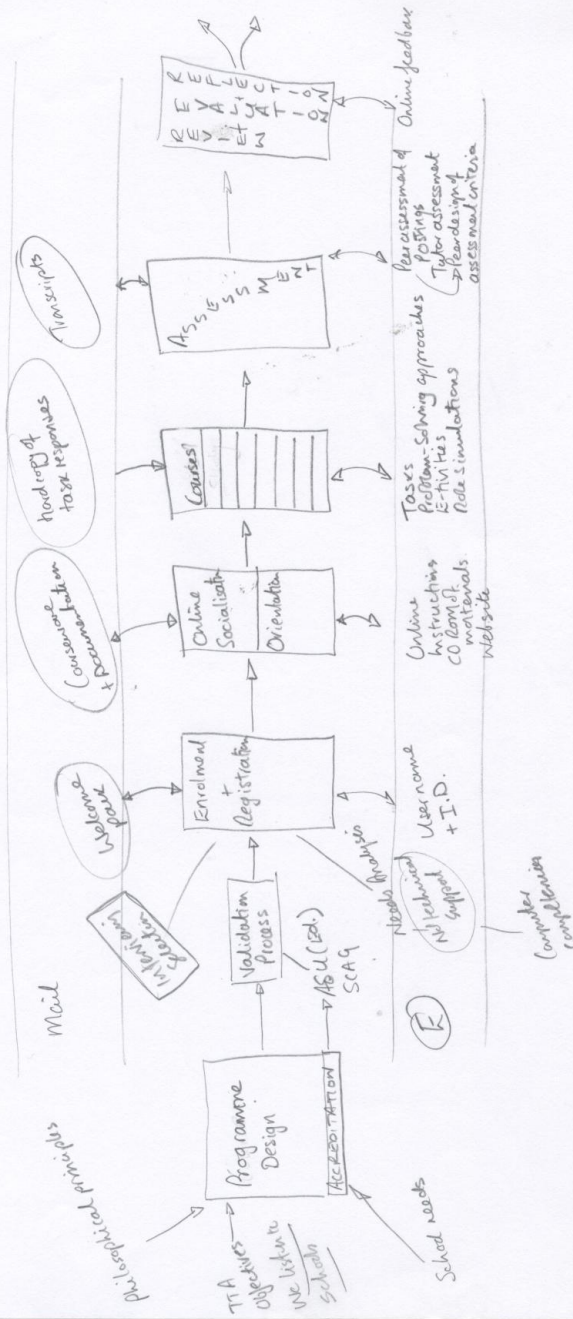
Mt. MAUNGANUWI - As the day turned out well hyn suggested an early morning walk round the 'mount'. I'm glad I agreed for 2 reasons. (1) It was yet another breathtaking walk! (2) I have been sitting in this airport since about 20'clock and if I had got here any earlier I would be 'stir crazy' by now! The walk goes right round the base of the mountain which is a large slump as described. The path which is very popular straddles the shoreline and is made entirely of compressed shells. As it is a circular tow you get a view first of the Pacific with surf riding the waves, then the Coromandel Peninsula across the Blue Haraui Gulf and then the harbour with the luxury super yachts. In the harbour people fished, scuba dived and had a good time. Brilliant!

AUCKLAND AIRPORT

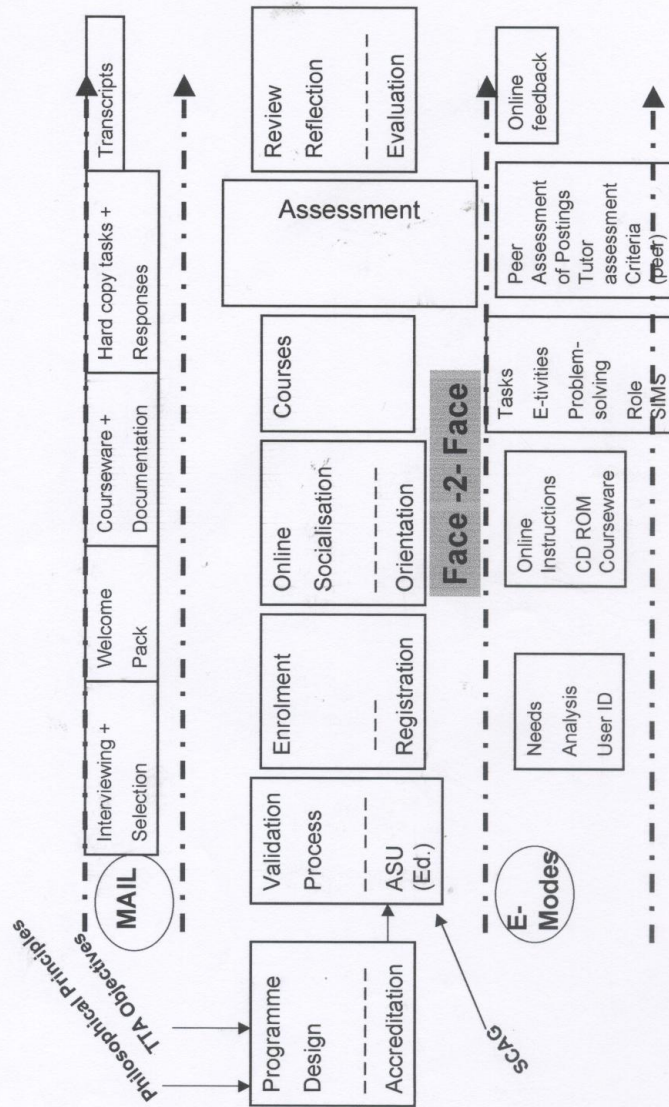
↳ Sadly I'm home now. I dropped hyn back at the residential home and took her dad's address. I reckon she'd come to England to walk from Land's End to John O'Groats - impressive person but restless. Apart from one hairy moment crossing from SH2 to SH1 it was a peaceful easy drive with intermittent rain and bright sunshine. Sitting here reflecting on the day and all that has happened I realize that I am glad to be going home. I had a real moment of sadness for Sarah on the way back across the Haraui Plain which lead me into homesickness for Sheila and Mary, Ellen and Anna. Naturally I am also sorry to be leaving this beautiful county which has made me so welcome. These notes are being written looking across to the volcanoes on the Northland above Auckland. The sun is setting and the sky is a pale yellow. It will be a powerful fond memory.

A Model for E-Learning of the Development Course

Mixed economy
Blended learning
VA+K



A Model for Distance Education in Professional Development Courses with Computer Assisted Learning (CAL)



Key Ideas / Findings

- ① Net solution - Cabling to connectivity
 - ↳ All inclusive - listen to schools and work with them.
 - ↳ Stand alone business
- ② Problem-based teaching
 - Solve ~~not~~ problems as a networked learning group.
- ③ Learning technologies
 - Not just ICT.
- ④ Web-based groups (small, changeable, fluid)
 - WebCT allows chat.
- ⑤ Mixed-economy - ^{Principles} Last, Paper, Portals, Peers, Personal tutor.
- ⑥ One day show - Hard
 - Sgt
 - Techie
 - T+L.
- ⑦ Semester for course development time
- ⑧ 'I'm teaching my distance-based class - Do not disturb'

Appendix 2 - IM1 – 1989 (A@t1)

Context

Unlike the other critical incidents that might be described as significant in my life and spanned periods of several days or even weeks, this first sub-case study can be pinpointed to a specific moment in time – the afternoon of **Monday 19th December 1988**. It was during the selection process for the role as Head of RE at a **Roman Catholic Comprehensive School in Maidstone, Kent** – a post to which I was appointed that day and in which I remained for the following **nine years**. It is significant for several reasons, not least that it meant uprooting my family from our home in Luton, Bedfordshire. Professionally, it was significant and relevant for this thesis because of one of the questions I was asked.

For this particular incident, I seek to make the process and proceedings clear by the use of the questioning words: Who? What? Why? Where? When? and How? where relevant and appropriate. It is evident that such a detailed approach to analysis might interfere with the narrative and, where this might be the case, there may be some amendment to the process.

Who?

Present at the time of this critical incident were only myself and the **head teacher** of the school, (in whose study this part of the selection process took place). That **he** became, to a degree, an advocate and supporter of me and thus, by implication this project, is attributable to a single question. He asked, “Can you use a computer?”

I answered emphatically, “Yes.”

What?

Some historical data are important in order to further deepen an understanding of the context in which this simple word was significant. In 1989, the internet had not been invented⁷². MS-Windows, as an operating system was at version 3.0⁷³ and was by no means ubiquitous. The Apple Macintosh II, the machine that signalled the personal computing revolution, was only five years into its life cycle and the Berlin Wall had been penetrated only six weeks before⁷⁴. Phrases like “dot.com”, “blogging”, “downloading”, and “silver-surfing” were ‘of the future’.

When?

The reason why this was chronologically significant was because it was uttered at a moment in time co-terminous with that which Friedman describes as **the commencement of ‘globalization 2.0’** (2006, pp. 51f). By this he means the explosion of computer hardware that enabled users to undertake tasks that had been confined previously to typewriters, other mechanical devices and administrative staff. This was ‘true’⁷⁵ of the school which I was leaving. One of the factors that impelled me to accept the job that was offered was the abundance of technology that was visible on the ‘tour’ of the school that took place in the morning before the interview. I realized that the school was already on ‘the bandwagon’.

It is also ‘true’ (that is, a statement supported by evidence) that I had used a computer. In fact, I had attended a d-i-y training course run by the **Head of Computer Studies** in the school in Luton, during which I had learned the rudimentary principles of word-processing and data storage and retrieval. Prior to that, my only experience with computers was playing video games as a student from a tape-driven machine that was owned by a friend. It was certainly not a ‘warranted set of true beliefs’ (see e.g. Moser, 1986 and explored in section 2.1) that I could use a computer. However, what I had witnessed was my **head of department’s** passion for the new technology and his enthusiastic adoption of the word processor as a way of updating our

‘cyclostyled’ resources. In a sense, I had been to the top of the mountain, looked over and seen the future.

Where?

The school to which I was applying was located, and remains **in a town which operates educational apartheid at the age of 11+**. As the only Roman Catholic secondary school, it provided (with its feeder primaries) education throughout 4-18 for Roman Catholic families, and was very successful in persuading the parents of children in the upper ability quartile (i.e. the top 25% according to intelligent quotients (i.q.-style testing) to not opt into the grammar school system. One of the ways in which it did this was to keep the curriculum new, fresh and relevant. **The head** had been convinced of the utility of information technology along with a number of **‘early adopters’**⁷⁶ among the staff. The school possessed what I now know to be a ‘thin wire’ network and had provided all key personnel with PCs. There was a thriving department of Computer Studies.

Why?

The reason why I answered affirmatively is clearly open to interpretation⁷⁷, but the fact that I did so provoked an immediate chain of events. First, I set about learning how to use a computer properly. In keeping with my own learning preference, I undertook this by asking for a machine from the school, arguing that I needed it to re-write the schemes of work for years one to three (now Years 7 to 9), and then playing with what it did. As a symbol of how far technology has developed, and how fast, it is worth noting that that machine was supplied with no hard disk drive, the programs were installed on one floppy disk drive and the outputs had to be stored on another. The program disk I was given contained five pieces of software including MS-Word (!) in DOS format. In practical terms, I had to learn very quickly how to install, load, uninstall and

escape from software. I had to learn how to set up the PC so that it could be moved to places convenient to where I needed to work, how to connect it to a printer and install printer drivers etc, and above all, how to type!

These were the days before schools had ICT technicians, thus, I also had to learn to solve my own problems – not that there were many, since most of the software was being developed, tried and tested by developers keen to get it right from the beginning⁷⁸ and not just rush it to market.

Of particular help was the Head of Computer Studies. Intriguingly, he was the former Head of PE who had decided to step down from that role since his increasing maturity, he felt, would disable him from maintaining that role. The school had given him the new role for which; by his own admission, his only qualification was a home computer, owned for gaming purposes. That we shared some deep learning moments together is undocumented, but there was a dynamic, mutually supportive relationship between us from which I learned much. For example, I learned the basic workings of a computer such as the difference between random access memory (RAM) read only memory (ROM); the core information functions of computing: input, processing, display and output; the value of a logical and sequential filing system (using eight characters only since this was the standard of the time); the ability to dismantle a PC and install hardware components like disk drives and network cards; and the need to back up mission critical data frequently. Given the epistemological schema that was set out in section 2.1, and which underpins this study, it is reasonable to assert that these bits, bytes, data and information can be regarded now as a part of my ‘foundational knowledge’.

It was at this time I also learned the value of involving pupils in the problem-solving aspects of ICT. Looking back, I recall watching over their shoulders while they performed technological

“miracles” on screen, trying to follow their keystrokes on the keyboard and then going back to the office to see if I could replicate them on my own computer, with no-one looking! I have chosen to use the term ‘miracle’ deliberately as a ‘pop-up’ in the text, to signify the profundity of the influence such events were having on my professional and personal self. It is used, in common parlance, of circumstances that are regarded as out of the ordinary though it has been adapted from theological discourse where it is used to signify a “Marvellous event due to some supernatural agency; remarkable occurrence; remarkable specimen...” (Concise Oxford Dictionary, date p. ref.)) Shaw takes the definition further, providing support for my adoption of the term in relation to this thesis:

“A miracle is an event which creates faith. Frauds deceive. An event which creates faith does not deceive; therefore it is not a fraud, but a miracle.” (Shaw, GB date St. Joan, cited in Pepper, 1989)

These experiences began to create in me the faith that technology could do more than simply solve mathematical problems for a novice head of department though, at the time, this felt nothing less than revelatory. It is interesting to compare this ‘play’ on ‘miracle’ with that of Naughton (2000) describing his first encounter with the internet.

“The man sits there patiently and waits, and in a few minutes the image flickers briefly and is indeed rebuilt before his eyes. Nothing much has changed, except that the camera has moved slightly. It has begun its slow pan rightwards, towards the Bay Bridge. And as the picture builds the solitary man smiles quietly, for to him this is a kind of miracle.” (Naughton, 2000 p. 5)

Naughton reports this event as taking place in 1997 (p. 1); it was nearly a decade before that I awoke to the realization that technology could be an enabler, an equaliser of opportunities and even a liberator, when judiciously applied in classroom settings.

Influence on learners

Earlier, I mentioned the early adoptive (Salmon 2000, p. 70) tendencies of the head. At that time he was also teaching RE within the department, along with the outgoing head of department whose promotion to Deputy Head had caused the vacancy that I was filling. Between them, they had begun the not inconsiderable task of migrating all their existing GCSE notes from cyclostyled masters into text format – the process of digitization identified by Friedman (2006),

“...Windows enabled PCs and Apples made it possible for individuals to author their own content right from their desktop in digital form” (p. 56).

Therefore, I inherited a (what would now be called Key Stage 4) curriculum that was word-processed. This was a model that I was keen to extend to Key Stage 3 and up into the VIth Form where we had burgeoning numbers of A Level candidates.

Influence on professional context

It is worth noting that some of the materials that had been created before I arrived at the school are still used extensively by candidates preparing for GCSE examinations in Religious Studies, and not just within that school. As will be seen, some of the learning gains I made during the period 1988 – 1989, fed forward into the establishment of RE-Net, now one of the TDA’s most successful, supported, subject resource networks. RE-Net still makes available some of that original content, though it has been through two revisions in style and formatting (see e.g. <http://www.re-net.ac.uk/ViewArticle2.aspx?ContentId=11117>). What this phenomenon points to additionally is one of the perceived benefits of the digitizing revolution wrought by (information) technology, namely the ability to re-purpose and refresh ‘content’.

My enthusiastic adoption of the technologized working practices of the school, contributed to the enhanced impression of the department and thus of my own professional standing with colleagues and the wider educational community.

Influence on myself

The recognition that I could refresh and re-publish content infinitely was a significant influence on myself arising from this critical incident. As a head of department, I was convinced that there would be enormous benefits to be accrued from the digitization of our materials, so with every new release of technology, we were able to make the changes seamlessly whilst colleagues struggled to meet the demands of constant change.

This one event triggered in me an almost childish ‘glee’ and willingness to play and experiment (Winnicott, 1999; West, 2004) with the vast array of tools, set out before me. In the succeeding years, I developed, for example, a database-driven reporting tool (using a database program called *Dataease*) to generate electronic end of year reports, a system for recording the end of module marks for each pupil in the department (using a spreadsheet tool called *Logistix*, before migrating – re-purposing – it into *Lotus 1-2-3* format and subsequently into *MS-Excel* format) and I became very proficient at using *MS word* as a tool for desktop publishing of booklets, worksheets, prayer sheets for the daily collective act of worship and booklets for use in the many religious activities that were additional responsibilities for someone holding the post of Head of RE in a Catholic school. In effect, I had come to appreciate the value of IT⁷⁹ in reducing the volume of routine and repetitive tasks. Kennewell et al. note this phenomenon in relation to pupils:

“The speed and capacity of digital technology have allowed the development of software tools of great utility. Word processors, spreadsheets, databases and graph plotters are examples of generic tools that may be used to good effect in a range of subject areas. The

power of such tools lies in their ability to perform repetitive operations swiftly and accurately.” (2003, p.11)

Salmon notes the same phenomenon within the university sector:

“Academics are conscious of the opportunity costs (such as time taken away from research or working with more familiar teaching systems). Administrators look for gains to the institution.” (Salmon, 2000 pp. 19-20)

One of the repetitive operations I was required to perform *ex officio* was the submission of examination results for the subject in rank order for each year group. As someone with what has been identified as ‘Mathophobia’ (Papert, 1993 p. 38), I can still recollect (Gallwey and Green, 1986; Natanson, 1970) the feeling of ‘dread’ at having to calculate the percentages and then conduct the ordering process. It was the solving of this particular problem using *Logistix*, in collaboration, with the Head of Computer Studies, which was a significant pointer to the “magic” that IT could be for me, and is. This occurred on 20th June 1989 – I ‘know’ this because it was at the very moment that I selected <sort> from the menu on the taskbar at the bottom of the screen that the school’s secretary arrived in my office bearing news that my wife had gone into labour with our second child.

Appendix 3 - IM2 – 1996-1998

In **January 1996** I completed my Masters Degree in Religion and Education at St. Mary's College, Twickenham. My dissertation supervisor, Lynne Scholefield had become a close professional ally and advocate. When the teacher second in charge of the department was appointed to a head of department role at another school, I approached Lynne, asking if she had any appropriately qualified PGCE students looking for a job. **Robert Bowie (Bob)** joined the department in **September 1997**.

By this time I had built a network of computers in my own teaching room having assembled the money to do so from various ICT grants that were available at that time, careful management of our existing BSA&E and extensive bid-writing into the school's senior management team. As a Catholic school, RE was a compulsory subject at GCSE level and over the years we had amassed a sizeable quantity of digital materials which were used to support learning and teaching across **years 10 and 11**. For the more able, the provision of detailed, well-written and word-processed ink-duplicated 'sheets' was undoubtedly a contributory factor to our formidable results. The groan from the less able pupils when the 'sheets' appeared, was a constant reminder to me as head of department that the need (N_i) for a variety of methodologies was imperative and, in a Catholic school, morally essential.

Minor shifts in year **10 male pupils'** attitudes to RE had been achieved by the installation of a confessional piece of software on my nascent network. '*Conflict in Jerusalem*' (Lion multimedia, 1996) was a program **delivered on four floppy disks which applied the principles of levelling from computer-gaming** to the last week of Jesus' life as told by the evangelist Luke. To complete the 'game', pupils had to navigate their way around Jerusalem by asking questions of certain key personnel. In order to ask the right questions, they had to **learn** what the

contribution of each group (e.g. Romans, Scribes, Pharisees, Zealots) was to the 'zeitgeist' of first century Palestine. **Disaffected and otherwise alienated boys**, soon bounced up to RE lessons and, moreover, would come back to the classroom at lunchtime to continue with their gaming. I observed this phenomenon, though regrettably now, not in an organized or structured manner.

It was in a **department meeting** some time in **October 1997**, that I posed the question of the team, how could we make better use of the network to deliver all this pre-existing material in a more imaginative way. **Bob** said, "I think it's called html." By this, he meant that there was an emerging technology that would convert plain text into 'hypertext' and thus enable us to deliver 'content' across the network dynamically. It also meant we could make it colourful and add images to it. Naughton (2000 p.215) records that Tim Berners-Lee was working on the development of html code – the programming language of the internet - between 1989 and 1991. Within six years, therefore, **Bob** was pointing us to a potential pedagogical agent. He was aware of this through his **brother** who worked in the media.

I had already seen the power of **the internet as a learning tool** by gaining access to the already proliferating websites associated with religion(s). There was a joke circulating at the time, that "there are more Bill Gates hate websites, than ones about religion." This masks an important point. Religion is a powerful force in human affairs. Religions are always proselytizing since they believe they contain the path to truth and salvation. Religions have always, therefore, used any available medium to communicate their message. It is not surprising, therefore, that the internet was quickly adopted as a 20th Century means of spreading the 'message'. Around that time, from **inside my classroom**, simple searches using tools like *Alta Vista*, *Web Crawler*, Lycos, and *Ask Jeeves*, produced 'bucketfuls' of useful information. **I realized very quickly that**

I now had access to the greatest library in the world and I could get to it from my armchair. Books would no longer clutter up my house and I would never have to pay overdue lending fines again.

In one Eureka moment I came across the full text version of John Stuart Mill's *On Liberty*, a text we struggled to get each year for teaching A Level Philosophy and Ethics but which I retain now in digital form, for whenever I might need it.

“What?” I wondered, “could we do, if we converted our ‘sheets’ into this dynamic html ‘thing’? I invested £25 of the department’s books allowance in *HTML for Dummies*. It was Bob who began to teach himself hard-coding in html first. My contribution was to gather up all the material from all the different storage media and to prune and edit down all those files so that we ended up with a coherent set of resources and no repetition. In a relatively short space of time we produced a website, which we called RE-Net. This developed a life of its own and soon became the subject of a lot of interest from other Catholic schools wishing to find ways to stimulate the imagination and engagement of the pupils in their care. Expectations among our pupils also started to shift. They wanted more and more material online and in rich media formats.

Retrospectively, and with the benefit of hindsight⁸⁰, the departmentally organized cruise around the Eastern Mediterranean, which occurred in the Winter of 1997, was also contributory to the establishment of RE-Net. One of our colleagues returned with photographs of ancient sites of religious, political or historical significance. Once scanned – another technology it became important to master – these photographs became important decoration for the site, giving our pages authenticity and colour.

Recognising that we had touched on something powerful, it then became apparent that I would need to learn to 'program' in hard code as well as Bob, since there was not time to both write course and support materials and convert them for distribution across the network. Using the same book that I'd bought for Bob, developing my own shorthand strategies for avoiding repetitive tasks and continually talking to other emergent developers – e.g. the son of some family friends who was attracting a lot of interest by developing and maintaining a website for enthusiasts of *Serie A* Italian football – I became quite proficient at writing web pages.

This proved useful when, as inevitably they do, examination specifications change - a concrete example of N_I . Controlling the website meant that I could make amendments very quickly and not have to write lots of new content. It proved to be even more useful when, in April 1998, I moved to Canterbury Christ Church College (now Canterbury Christ Church University). It was at that time that significant monies were being poured into ICT strategies in teacher training institutions and schools with the express intention of 'upskilling' the workforce. On appointment, the ICT lead in the college, Phil Poole, was keen to know what I could do to add value to the ICT experience of the RE students. At one level, the self-directed experiences I had had were immediately useful; but they also presented an immediate problem. RE-Net was a powerful resource for teachers in Catholic schools but it had no meaningful content for anyone working in a maintained school with a curriculum offer which included non-Christian faiths. Moreover, it did not contain any material for the support of professional development of teachers in training. Therefore I realized very quickly the need for even more professional learning on my part about other religions, other cultural contexts and other modes of developing online content - a concrete example of N_I . There was more time for research in the University College sector than there had been in school and although I made use of the library, the advantage of

having a computer on my desk with a hard-wired connection was a considerable help in this process of professional development. As I searched the websites of faith communities to learn more about them, their beliefs and values, I also became more aware of pedagogic agents, like search engines and asynchronous conferencing tools that would allow me to 'ask an expert' or 'get instant feedback'. These were ideas I tried to incorporate into the development of RE-Net. I realized that what was happening was a 21st Century version of the hermeneutic circle of liberation theologians about which I had taught students at A Level. In other words I was living the dynamic cycle of experience informed by knowledge and knowledge informed by experience. The more I used the internet the more I could see how it could be used to inform and enrich the learning opportunities of RE teachers and their pupils.

Phil Poole had been developing Christ Church's web presence with a small team of technical staff. They had procured a number of software tools⁸¹ which were designed to speed the process. Recognising the immediate benefits of so-doing, I set about learning to use these tools and RE-Net version 2.0 was born.

Appendix 4 - IM3 – 2002

In the summer of 2002, I was invited by the then Dean of Education to examine the bid documentation for a project which the Faculty was keen to win. The task was to review the tender, write a summary report, and to make a recommendation to the Faculty's management team as to whether or not there was any point progressing towards the submission of a bid. The project, which I later referred to as 'E-China', was designed to deliver high quality English teacher education to the Chinese context. The successful bidder would need to provide a network architecture and infrastructure capable of sustaining potentially millions of concurrent users of an online service, as well as pedagogic consultancy, English language tuition and British quality assurance and accreditation standards.

I made my recommendation and was then presented with the task of writing the bid, in a week. In that week I had to get my head round the technological challenges of scaling up to a million concurrent users of a VLE, the principles and practices of distance education, the challenges and protocols of working in another culture and in another language and the 21st Century imperative to form 'partnerships'. That I pulled the bid together with partners from the British Council through to a range of technology companies is a footnote in history; that the bid was lost to Nottingham University is also a fact of history. Why this is relevant to these doctoral studies is for the unintended outcomes of that burst of activity.

Critical to the success of the project was my need to get my head round the principles and practices of International Education and I was put in touch with some experts in this area at the University of Bristol, School of Education. Through this network, I became aware of the Asia Pacific Society for Computers in Education and its annual conference which, in 2002, was to be held in Auckland, New Zealand. My interest in New Zealand had been awakened in Primary

School when we had been given a New Zealand Education student for what I now realize was teaching practice, some time in the equivalent of year 4³².

So, when the chance came to bid for funding to attend the International Conference on Computers in Education (ICCE 2002), I took it enthusiastically. There is a whole book, or at least a chapter, which sets out all the things I learned on that two week trip. Indeed some of the learning was written up in research and professional development reports so it exists in the public domain already. Recognising the good fortune of travelling to the other side of the world, I kept an assiduous journal of the trip - now cited in this thesis as appendix 1 - which comprises travel details, reflections on the things I was experiencing but also entries made where I was attempting to relate such experiences to the professional context out of which I was working at home. The things that are relevant to this thesis are however,

- The profound moment of enlightenment I experienced in front of the *Marae*, in *Te Papa*, which is the Maori cultural museum in Wellington
- My meeting with and learning from Pithamber Polsani of the University of Arizona
- My observation of academics from Pacific rim countries creating, transferring and building new knowledge in partnership and consultation
- My discovery of the notion of rhizomic networks

The early part of my tour of the North Island was facilitated by academics from Massey University who I had been fortunate to meet in England. The second couple with whom I stayed urged me to visit *Te Papa* as, for them, it held special significance. The time available for sight-seeing was limited so I decided to confine my visit to the exhibition of Maori culture. The centre piece of this fantastic celebration of the indigenous people is the fabricated *Marae* made

from Medium Density Fibre Board (MDF). This is significant because, as I learnt there and also in Rotorua at the National Maori Centre later in my tour, strict rules govern the fabrication of traditional or heritage buildings. *Marae* should be made from traditional Kauri wood, carved by first generation Maori craftsmen whose ancestral claims to authenticity have to be certificated and verified⁸³.

In ancient Maori culture the *Marae* was the heart of the village and was the storehouse for food and weapons. Decorations and adornments told the stories of the Maori people in order to preserve their foundational stories, the 'folklore' and spirituality. Rendering a *Marae* in a modern synthetic material (MDF) had been, at the time of its construction, a controversial start in life for the *Marae* at *Te Papa*. However, the Maori people have a strong sense of morality and also a keen sense of the need to live in harmony with the planet and its ecosystems. For modern Maoris, the use of a sustainable construction material created from properly forested plantations was a moral act of greater rectitude than the absolutist preservation of an ancient culture. I was deeply moved by this as a former teacher of RE with more than a passing interest in ancient cultures and spiritualities but I was also moved for the following reason:

Old knowledge and understanding were being shaped, modernized and made moral through the gift of technology. In Maori culture, wisdom was passed down by word of mouth from the elders sitting in the *Marae* and in times of challenge the people would go to the *Marae* to work together collaboratively to find solutions to new and emerging problems. It is possible to argue that the *Marae* was therefore a knowledge building environment. At the conference there were a number of presentations which centred on computer assisted learning as the Zenith of constructivist learning. Of note was a keynote presentation by Lewis (2002) which compared the knowledge building and transfer culture of the Italian region of Cremona in the 16th and 17th

Centuries with so-called ‘Silicon Valley’ in Palo Alto, California from the 1970s to the present day. Cremona was the home of expert craftsmen such as the Stradivaris, the Amatis and Teccler, known now through their outstanding musical instruments. California remains the home for expert computer manufacturers such as Hewlett, Packard and Bell, Jobs (Apple), and Dell. Lewis’ (2002) thesis was that creativity and craft proliferated in these technological centres through various models of knowledge construction and transmission. Old ideas handed down from generation to generation or from corporation to corporation by modelling, instruction, co-participation or apprenticeship. Just, as I had seen at *Te Papa*, in ancient and enduring Maori civilization and culture.

At the same conference, Polsani’s paper (2002) introduced me to the new concept of ‘rhizomic networks’. The rhizomes of an Iris, flowers that grew abundantly in the gardens of my parents and grandparents and thus familiar to my early experience and interaction with the world, contain the genetic blueprint that enables the reproduction of new plants even when cut off from the existing parent. Evolutionary theory would show that the new plant is not an exact replica of the first but its structure, colour and fragrance are more than redolent of the original. Even if the parent plant were to die, its existence would be carried forward, albeit changed, in newly developing rhizomes. Computer networks, argue Polsani (2002), replicate this behavior. All over New Zealand, I observed the characteristic infrastructure of 10/100 mbps networks: Cisco switches, Ethernet ports, Cat 5 cabling and increasingly ubiquitous wi-fi access points. Even if the parent network of an organization is shut down, relocated, pruned or rationalized, replicas of the network continue to proliferate, grow and spread. The DNA of a computer network is code. It gets edited, changed, copied, deleted and replaced but it can pop up again in some other place, even in an attenuated form, because its essential building blocks and characteristics endure. Polsani’s thesis (2002) is that it is information flow around the network that causes this dynamic

and iterative effect. The 'network' is itself both the subject and object of information 'flow'. As information 'flows', so the network learns.

It was in this instance that it dawned on me that human learning and technology were bound together in an inextricable relationship with knowledge, reflection, action and participation co-equal components of the process. Professionally, I realized that a technologised educational setting developed for one formal learning process, could be replicated seamlessly for myriad others. Polsani's introduction to the concept of a reusable learning object (RLO) (http://www.ltc.arizona.edu/testimonial_polsani02.cfm), in an informal conversation later in the conference, gave me further pause for thought about the potential of technology to increase access, enablement and the facilitation of learning, whilst at the same time reducing effort, bureaucracy and expense.

It was on this trip also that I observed academics from all round the world 'teaching' their students through virtual learning environments. Paper after paper reported on participant observation research or action research type projects where the presenter proudly revealed 'what they had been doing with their students' in asynchronous, synchronous, distance-based, virtual or other settings. Even before I arrived at the conference I had been privileged to observe Mary Smith (Massey University) tutoring a group of Fijian education students using WebCT. For Mary, her partner Bill Anderson and others, online learning was just the next generation of distance education. Since New Zealand, *Aotearoa*, 'is at the bottom of the world' (Split Enz, Chrysallis Music Group 1979), thousands of miles from anywhere else, Kiwis have always understood the need to study at a distance. Indeed, as I was to discover later in the trip, for many Kiwi children, schooling is only possible by remote engagement with curricula, tutors and resources. Technology, according to Anderson et. al. (2003), just made it a lot easier and more

cost-effective. The point here very simply is that Situated Learning (Lave and Wenger) is dependent on where the learner is, not where schooling takes place. Thus it is possible for a Fijian student of Education to have 'legitimate peripheral participation' even though the technological means by which this occurs is sitting on a server farm in Oslo, Norway⁸⁴.

Appendix 5 - IM4 – 2003-2005

Though we failed to secure the E-China project, the knowledge, skills and experience that was developed at CCCU during that time fed-forward into a range of other projects. An unintended outcome was my promotion into the Faculty's management team and the acquisition of the role 'Director of Learning and Teaching with ICT'. It was from this position that I began to participate in nationally important groups and projects, most significant of which was the TDA's ICT in ITT Steering Committee. In a parallel development, colleagues in the acclaimed Centre for Enabling Learning, were working with a range of partners on the construction, management and roll out of the Initial Teacher Education Professional Resource Network (IPRN) *Behaviour4Learning*. The TDA, under the direction of Dr. Marilyn Leask, were attempting to build capacity in the ITE network by the development of a series of professional resource networks with a major website as the centre piece. *Multiverse* and *Citized*, were variously responsible for the promulgation of quality assured materials to support development of knowledge, skills and understanding in diversity and citizenship. Leask was uncompromising in her belief that student teachers, especially those on non-traditional routes into teaching, should have easy access to quality assured materials and expertise (see Leask and White, 2004, Leask 2010). She was an advocate of the peer-review approach to the maintenance of academic standards and rigour, something that she unapologetically carried forward from her background in Science education. Her work was self-referred to the benchmark of the National Institute for Clinical Expertise (NICE). Leask had also persuaded the TDA to fund the development of Subject Resource Networks and a range of teaching and learning projects aimed at evincing and promulgating up-to-date theory and practice in each of the curriculum areas. Moreover, she had persuaded the TDA to fund a portal for SEN activities and an E-librarian. The E-librarian project was designed to enable enquirers to get access to reading materials online, but with appropriate professional academic standards applied to their searching and browsing.

Frustrated by the tardiness of the academic community and its teacher education students to pick up and run with this glut of online resources, Leask tendered for the procurement of a meta-site, an online resource capable of aggregating all the Crown materials that had been authored across all the pre-existing projects.

In 2003, CCCU employed the Deputy Director of *Behaviour4learning* and the intellectual property owners of the underpinning theoretical model, the National Director of *Citized* and two of its authors and a leading member of the National Association of Music Educators. Moreover, the Dean of Initial Teacher Education and CPD at the London Institute of Education was a sponsor of *Multiverse* and former CCCU, Head of Department – Jon Davison. Academics supporting Modern Foreign Languages development through CILT, were part of the CCCU diaspora and so it is justified to claim that the University was well-connected across the sector and was in as good a place as any to bid for the work. Moreover, *Behaviour4learning*, the E-Librarian service and *Multiverse* were all supported through web-based technologies constructed by 3T productions, a subsidiary of RM, who were thus professional and commercial partners with staff at CCCU.

In my role as Director of Learning and Teaching with ICT, I was encouraged to represent the University at the potential bidders meeting and was introduced to RM's Business Development Manager, Paul Charman, with a view to putting together a consortium to bid for the work. It has been documented elsewhere (Blamires & Hughes, 2005) that a partnership was formed, was successful in securing the contract and eventually delivered what is now known as the Teacher Training Resource Bank (www.ttrb.ac.uk).

The narrative above has been recorded to set a context for what follows because its relevance appears tangential at this stage.

Relevant at this stage, however, is the fact that in order to undertake my duties as National Director (Networking), it was essential to understand fully the ‘product’ we were developing. This meant learning very quickly all about and how to construct a ‘Content Management System’ (CMS). This, in turn, required me to learn the principles of knowledge management and the critical importance of information schemas and semantic tools. One of our partners was the Director of the British Education Index, Phil Sheffield, from the University of Leeds whose contribution to the project was formidable in terms of the accuracy of taxonomic effort and descriptions of content. I learnt from him meta-tagging, information structures and the politics of professional boundary transgression. He was as concerned about the untrammelled expansionist tendencies of learning technologists as I was. “They’ve stolen my clothes,” he said, when reflecting on the learning technologists’ practice of defining how knowledge should be organized and described – a sentiment echoed by lecturers infuriated by the tendency of learning technologists to acclaim their ‘discovery’ of pedagogy.

Our task was to build a website on solid epistemological principles which would reflect the structure of knowledge in the domain of teacher education and would thus provide easy access to quality assured materials that had been peer-reviewed by leading academics across the sector. The site had to be refreshed on a regular basis, be copyright free and accessible from anywhere in the world. Specifically, I was tasked with negotiating with each of the subject resource networks the release to us of their Crown copyright materials, those ‘assets’ that had been paid for by Dr. Leask’s other TDA funded projects. It became necessary to sell to each association

the value of participating in the project, the value of ‘tagging’ material accurately and the advantages of central hosting of web-based materials.

It became necessary to learn how to tag work, to access and use the content management system and how also to extract the data reports that the TDA required, on a very regular basis, to justify their use of taxpayers’ money. It was during this period of my professional development that I learned the most about the utility and functionality of databases, especially where they are hosted online. I had to learn the principles, if not the practice, of coding Structured Query Language databases (SQL). I learnt a huge amount about the handling of video over the web and, indeed, led a series of workshops around the country hosted by the TDA on deconstructing Teachers’ TV programmes and re-editing them with *Windows Moviemaker*.

It was a privilege to be part of team of real experts, those at the top of their game whether it was programming, librarianship, business development, academic reviewing or capacity-building. It also gave me an insight into the commercial aspects of contemporary education life. It was necessary, on a strategic level, to develop relationships with colleagues managing other Education-focused portals such as the National Education Evidence Portal (NEEP) and the Centre for the Understanding of Evidence in Education (CUREE). Understanding the functionality and utility of web technologies became an urgent development imperative for my personal skill set.

Appendix 6 - IM5 – 2006

Involvement with the TTRB brought me into contact with many **other professionals** working at **the interface** between technology and Education. Preparatory work for the validation of an MA in E-Learning enabled me to research the field with a view to providing an appropriate academic context in which to set this new programme. Development work with **Hibernia College** in **Dublin, Ireland** on a completely online initial teacher education programme and my ongoing work as Director of Learning and Teaching with ICT also drove **my sustained analysis** of the tools available for teacher education. At this time, the TDA were providing extensive grants to Faculties of Education (HEI providers of ITT) as a strategic attempt to ‘raise the bar’ of teacher engagement with technology.

Post-NOF⁸⁵ discussions had resulted in the view that one needed to crack the issue of access to technology before moving on to increase levels of participation and engagement. An outcome of this analysis was the rolling out of funding to HEIs to procure new and innovative technologies. I managed a sequence of such projects which I termed JANUS⁸⁶, on behalf of the Faculty which meant engaging with a range of key stakeholders. A **vocal minority of the staff** were keen enthusiasts of Apple Macintosh Computers. They argued that Microsoft only environments were creating unhealthy monopolies in schools and that, the tools provided by Apple were more ‘cool’, more ‘innovative’ and potentially more ‘creative’. It was decided, therefore to purchase a number of ‘macs’ and explore their possibilities for learning and teaching.

One of the attractions of the ‘mac’ was its bundling together of software tools into the product suite *iLife*. The adoption of the prefix ‘*i*’ to everything that Apple did, may have been a conscious commercial ploy on their part to move away from the ‘*e*’ of contemporary word-smithing as a signifier of anything driven Electronically. Most famously, and now regarded as iconic of the early years of the 21st Century, was the prefixing of the ‘*i*’ to Pod in the branding of

the now ubiquitous handheld, mobile entertainment device. Elsewhere in this thesis, I have talked about the **impact of this 'i' on the development of my thinking, practice and professional identity.**

I believe that its significance was 'teed up' for my thinking by the work of Fullan (see Fullan, 1999, Fullan et. al. 2010)), whose notion of the three Is of educational change, I had had to learn well enough to use as an undergirding theory for some professional development work I had undertaken for the States of Jersey, Education. Innovation, Implementation and Institutionalization (Fullan, 1999) were regarded as three contingent phases of a school change management programme. Fullan's argument was, that many school development programmes fail because they do not reach the phase where they become institutionalized. My daily, lived experience at that time was that technology implementations remained only at surface level. **Colleagues** who booked holidays online, bought academic books from Amazon, used e-libraries for their research, sold second hand books on e-bay, used PIN numbers to withdraw cash from computers built into bank walls, told me over and over again, that they could not see a value of using technology in teaching and learning. They "could use a word processor, but not much else."

Suggesting that we ought to move more and more of our learning activity into e-enabled settings (Universities at this time were experimenting with Virtual Learning Environments - VLEs), was greeted, in the words of Monty Python, with 'howls of derision'. The arrival of the 'i' in computing nomenclature was either a fluke of history, a happy coincidence or a serendipitous act of the Apple Corporation and Education Change Management theory.

Reading around postmodern theory, and encounters with West (see e.g. 2004) had encouraged me to 'play' with ideas, theories and tools. So I 'played' with the letter 'i', wondering what it might stand for in iPod. Various words emerged from this reflective process: interactive, integrated, intelligent, international, internet-based, innovative, inspirational and so on.

Clearly, the 'i' in iPod was intended to identify the device with its user. This was, in technology terms, the pinnacle of personalized computing. The user could accumulate, arrange and access their choice of entertainment at the flick of a wheel. Applied, in the context of Education, a user could accumulate, arrange and access – at their own convenience and in their own time – those materials and activities they required to advance their own personalized learning agenda.

Since the constant riposte to my home department's invitation to teachers to engage in professional learning activities usually included some complaint of a shortage of time, or lack of financial resources to go ahead with the activity, I began to see the potential of truly online, personalized learning. What if CPD could be interactive (technologically), integrated (into a teacher's professional and personal life), intelligent (in other words based around research-informed practice) and international (drawing on insights from around the world, even if the participant could not travel) I wondered? Elsewhere I argued, that these 4 'i's, when taken together and enabled technologically could render a powerful professional learning experience for any teacher – I named the nascent model *i*⁴PD (Hughes, 2006), where PD stood for Professional Development. The response to this paper was sufficiently positive to encourage me to play more.

I discussed the value of the model with Glynn Kirkham and he suggested a further iteration. He argued that limiting the number of influences to four might reduce the possibilities of the model

and that the adoption of the signifier " would be more appropriate in enumerating *i* initialed adverbs. Accordingly, I adjusted the model to *i*ⁿPD. It was this theoretical model that underpinned all the work that I then undertook in the development of *iteach* (www.iteach.ac.uk), in partnership with colleagues at Hibernia College, Dublin, Ireland. Together we designed, developed, validated and delivered a suite of courses that enabled remote and distributed learners to qualify to teach Secondary Maths, Physics and Chemistry using a fully web-based and online learning system. Only the 'practicum' modules were conducted in traditional settings i.e. classrooms. Thus we delivered a personalized learning experience for persons otherwise excluded from teacher training who could fit their study around the rest of their life (*integrated*), using tutors from all over the world (*international*), with high quality *interactive* tools and by making the best of using *intelligent* technologies and pedagogical agents. Whilst it could be argued that this was in fact *i*ⁿITT, it was the case that none of the participants in cohorts one and two were new graduates; rather all had had careers of one sort or another and were thus looking to develop professionally in order to be able to teach – thus *i*ⁿPD.

Confirmation of the possibilities of working in this way came in a further moment of inspiration which was provided by Professor Jim Conroy (Dean of the Faculty of Education, University of Glasgow), a keynote speaker hosted by RE-Net at the AULRE conference in July 2007, who brought his presentation with him on his *i*Pod, using it as a portable hard drive. In other words, a professional educators could carry with them, in their pocket all they need for the facilitation of learning.

“... Because everybody’s changing and
I don’t feel the same...”
(Keane, 2004 Universal Island Records)

Appendix 7 - A codification of N-ness

A quick reference guide to the way in which I am using N as a shorthand code for different factors of the emerging framework. The meaning of this is only apparent on reading the main text of the thesis. For a detailed analysis of this section, please see section 2.2x and following.

N_1 = Need - when a self has a need to know, understand or be able to do something

NB - the use of the sub-script numerator is intended to communicate a classification of N not a calculation. This would be, say, N^2 with the numerator superscript as in traditional mathematical notation.

N_2 = kNowledge - when a self uses its prior knowledge, skills or understanding to access future learning; it may also be kNowledge that derives from the words or works of others, the point being that its existence precedes the new learning constructed

N_3 = Network - human, real or virtual networks which exist for connecting people together and to enable information/knowledge flow

N_4 = New - the application of newly-acquired knowledge, skills or understanding in new contexts so as to test out whether it/they is/are fit for purpose and produce valid and reliable outcomes

N^4 = $N_1 \times N_2 \times N_3 \times N_4$ (each aspect of N-ness in combination thereby producing an outcome or output that could be greater than the sum of all the parts together). Further work is required to establish whether all are necessary in equal proportion for learning gains to be made.

i^n PD = This was the term I used back in 2006 to describe the influence on a self of a *i*-factors. This marks the beginning of an attempt to codify self-directed professional learning. I was attempting to show that *i* to the power of *n* was the requirement for professional learning to occur (P stood for Professional and D for Development in this iteration of the hypothesis). At the time the *is* could have been: interactive, integrated, international, internet-based, interrogative, inter-personal and so on. Here the *n* was the numerator not the numerated. The thesis has shifted away from focusing on these *is* and is now clearly about *n*-ness and its contribution to what I now call *auto/pedagogy*.

In *auto/pedagogy*, as I see it, the formula is as below where *l* stands for learning gains:

$$l = N^4$$