

itte
annual
conference



7th – 9th
July 2009

UNIVERSITY OF
EXETER

The annual conference of the Association for Information Technology in Teacher Education (ITTE) 2009

University of Exeter

Conference programme and abstracts

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Welcome to Exeter

The University of Exeter is delighted to welcome you to the 2009 ITTE Conference.

This year's conference theme is "Digital Communities for Learning". With the development of VLEs high on the agenda in schools, sharing ideas, research and practice in this field is more important than ever. The varied conference contributors including keynote speakers, government agencies, workshops and papers will allow us to discuss how we can continue to support innovative and practical ways of developing effective online communities for the benefit of teachers and learners alike.

We are pleased to welcome you to the City of Exeter for the duration of the conference. Exeter is a friendly, accessible city with a long and interesting history. Hopefully you may find the time to explore what it has to offer off campus as well as enjoying the conference activities. We hope that your stay is an enjoyable experience.

Acknowledgements

My thanks go to all the people who have assisted with organisation of the conference since it transferred to Exeter from Bath Spa. Firstly, to the ITTE Conference Committee, especially Ken Powell, without whom the conference could not have happened. Clare Furlonger from Bath Spa has done sterling work in putting together the programme of papers. The help of admin staff at the School of Education has been invaluable. The support of the University of Exeter Conference Office team has been excellent, especially when coping with last minute queries and changes.

Finally, many thanks to you all, the delegates, for coming to Exeter. I hope that you enjoy this year's conference.

Kate Watson

Facilities

Computer access

Internet access is available in the halls of residence. Please ask the porters at Holland Hall for a log in and password. There will be a small charge for this.

An internet café room will be available for use by delegates on Wednesday 8th July in room ID, Queen's Building.

A wireless network is also available in some areas of the campus.

Food and drink

Breakfast will be served in Holland Hall

Refreshments will be provided mid-morning and mid-afternoon in Re:Fresh, Devonshire House

Lunch will be in Re:Fresh, Devonshire House

Dinner on Tuesday will be in the Reed Woodbridge Suite, Reed Hall. A bar will be available from 6pm to 11pm

Dinner on Wednesday will be in Re:Fresh, Devonshire House, followed by a barn dance. A bar will be available from 6.30 pm to 11.30pm

Later bar facilities are available at Holland House.

Note on rooms

The lecture theatre is on the GROUND floor of the Queen's Building

Seminar rooms 1B, 1C and 1D (internet café on Wednesday) are on the FIRST floor

LaTiS is the venue for session 2B on Wednesday morning (guide provided)

Conference Programme

Main Programme

TUESDAY 7th July

11.30	Conference registration opens	Queen's Building foyer
12.30	Buffet lunch	Re:Fresh, Devonshire House
14.00	Conference opens	Queen's Lecture Theatre 1
14.15	Opening keynote presentation	Queen's Lecture Theatre 1
15.15	Refreshments	Re:Fresh, Devonshire House
15.45 - 17.45	Parallel sessions 1A & 1B	Queen's 1B & 1C
19.00	Conference dinner	Reed Hall

WEDNESDAY 8th July

9.30 - 11.00	Parallel sessions 2A & 2B	Queen's 1B & LaTiS
11.00	Refreshments	Re:Fresh, Devonshire House
11.30 – 13.00	Whole conference session 3	Queen's Lecture Theatre 1
13.00	Buffet lunch	Re:Fresh, Devonshire House
14.00 – 15.30	SIG meetings, session 4	Queen's rooms
15.30	Refreshments	Re:Fresh, Devonshire House
16.00 – 17.00	ITTE AGM	Queen's Lecture Theatre 1
19.00	Dinner & Barn dance	Re:Fresh, Devonshire House

THURSDAY 9th July

9.30 - 11.00	Conference session 5	Queen's 1B
11.00	Refreshments	Re:Fresh, Devonshire House
11.30	Closing keynote presentation	Queen's Lecture Theatre 1
12.30	Buffet lunch	Re:Fresh, Devonshire House

Evening Programme

To complement your conference experience, we have organised events for the two evenings.

Tuesday

19.00:Conference Dinner in the Reed Woodbridge Suite, Reed Hall

The bar will be open in Reed Hall until 11pm; later bar facilities will be available in Holland Hall.

Wednesday

19.00:Dinner in Re:Fresh, Devonshire House, followed by a barn dance

The bar will be open at the barn dance until 11.30 pm, and later in Holland Hall

New Tutor Sessions

The IT Network runs sessions for new tutors in parallel to the main conference. This year, these sessions are:

Monday

6pm - late A welcome meal in a restaurant on the historic Quay

Tuesday

9am - 12am Queen's Building, room 1B

Thursday

8.45 - 9.30 Queen's Building, room 1B

Margaret Danby and the induction team will lead these sessions with the new tutors.

Abstracts

Keynote Speakers

Avril Loveless, University of Brighton

Body and Soul: communities for creative educators

The theme of the conference is 'Digital Communities for Learning', and my talk will be a reflection on some of the themes we might wish to think about in our practice in the ITTE community. Following on from an earlier talk at the ITTE Research Conference, I will consider how we move through the states of being 'bewitched, bothered and bewildered' in the context of our digital culture in education, to recognizing how we give 'body and soul' to our practice, and how we might recognize and nurture creative educators in our communities.

Marcus Sugden, Leeds Trinity & all Saints

Online Learning Communities - Notschool.net and H.E.

A presentation on the Notschool.net online education alternative where traditional alternatives do not fit and how to engage the disengaged. I will also be looking at how many of the principals involved apply to H.E. and how other forms of education can benefit from new ways of engagement, accreditation and a sense of ownership and belonging in an online community.

Other Speakers

Tuesday

15.45: Queen's 1B. Session 1, parallel session A

Findings of the ITTE evaluation of ITE involvement in the BBC School Report commissioned by the TDA

*Pete Bradshaw (Nottingham Trent University) and
Helena Gillespie (University of East Anglia)*

This session will present findings from the evaluation of the involvement of the TDA and ITE providers in the BBC School report project. Eight providers took part, with a range of models for involvement of trainees and partnership schools and other institutions. The presentation will report back on the key findings with issues of the impact of the project on partnerships, programme design and evidence for meeting QTS Standards being to the fore.

The project has proved to be a very good vehicle for ITE providers to provide opportunities for trainees to work in range of innovative ways and the impact on the Professional Attributes Standards has been marked. There were logistical issues to with the role of the provider and trainees in a project designed for schools and the relationship between the project timeline and the calendar for school placements.

Digital Pen technology

Lynn Dagg (University of Sunderland)

One of my recent purchases was a digital pen. There are many applications for it such as taking notes in meetings and lectures, playing music, converting your handwriting into text. My colleagues have, for example, been rather surprised that a hand drawn keyboard could be played by the pen while I have found that uploading a session recorded on the pen drive and then having the text recognised could assist me with marking, feedback and research seminars. But what research could be done into its educational uses? The session will begin by demonstrating what the digital pen does. The session will then provide a demonstration into some of the things that restrict its use. The main element of the session will be to discuss what educational research could be conducted with pens of this type within a classroom, with small groups of children or with staff.

The Impact of Mandated Change in Pre-Service Education

Donna Morrow and Ann McGrath

(University of Canterbury, College of Education, Christchurch, New Zealand)

The turmoil of imposed organisational change and its subsequent impact on an ICT (Information and Communication Technology) course for secondary pre-service teachers resulted in a sudden lack of clarity for course lecturers in terms of appropriate course goals, methods of delivery, and assessment. The increasing dissatisfaction felt by these lecturers became a catalyst for examining course objectives and content and redesigning the way that students interact with the content, with other students and with lecturers in the course. This paper describes the cyclical nature of the problem solving undertaken by two of the lecturers and shows how subsequently a community of practice developed among the four lecturers teaching into the course. This collaborative work has resulted in an ongoing and evolving examination of the course which has allowed problems to be identified and possible solutions to be suggested and tried by individual lecturers. Based on an action research model, this problem solving approach has allowed the lecturers to incorporate results from each lecturer's reflections into the next cycle of teaching. The paper describes the results from three rounds of the action research and describes the lecturers' perspectives and the students' perspectives on the changes made in the delivery and content of the course. Changes that created a difference in lecturer and student satisfaction included having students work in small, curriculum-based collaborative groups to design a digital teaching and learning resource, and introducing ways to help students, whose content knowledge was well developed, gain a more holistic perception of teaching and learning supported through ICT.

Tuesday

15.45: Queen's 1C. Session 1, parallel session B

The use of video and peer assessment at Masters Level

Ruth Hurst (University of Cumbria)

During discussions with colleagues it was decided that the current methods of assessment being used within the PGCE did not offer variety. We wanted our students to experience unique and innovative forms of assessment which would prepare them for their career as a teacher. Alongside the video as an assessment the students also engaged in peer assessment. Peer assessment had never been used for the masters level assignments on this newly validated. This paper will address the issue of preparing the students for the assessment, some examples of submissions and also the use of Peer Assessment at Masters Level and what I will be doing next year.

The use of VLEs and learning platforms by and for new teachers

Michael Hammond (University of Warwick and Sarah Younie (De Montfort University)

Sarah Younie, Michael Hammond, Chris Comber and Marilyn Leask undertook a review of VLEs in teaching and learning including their use in schools; FE and in higher education – ITE in particular. We encountered opportunities for learning including opportunities for offering greater independence for learners; enabling home school links; compensating for absence; engaging in new types of learning activity. These opportunities are based on possibilities for 'anywhere any time' access to material; creating and amending material produced by teachers and learners; communication within and across school. VLEs and learning platforms are multi faceted and particular aspects will appeal to different teacher and learner audiences. In teacher education most, but not all, institutions have a commercial VLE and use it most of the time, but not exclusively, for course information; storage of resources; communication within and beyond the institution. Strategies for developing the use of learning platforms are seen as ad hoc in schools and these carry both strengths and weaknesses. There are significant strategic, technical and pedagogical issues in developing the use of VLE which we would like to explore in this presentation.

Acknowledgment: These are personal reflections on VLEs and learning platforms emerging from research which was supported by a small grant from Becta.

Control Technology: Cinderella or Ugly Sister? A small-scale enquiry into Control Technology experiences in school

Alan Rodgers with contributions from Andrew Csizmadia & Alethe Bailey (Newman University College)

A large number of subjects were asked about their personal childhood experiences of being taught control work. It has become evident that the vast majority of subjects report very little significant experience of control work. This session will give details of the responses from different elements in the survey groups. The survey group was comprised of ITE students; both postgraduate and undergraduate. The session will also outline the projected next steps in the research.

Assistance will be invited from other teacher training establishments. A brief summary will also be given of a Control Technology module at Newman University College.

Wednesday

9.30: Queen's 1B. Session 2, parallel session A

GetIT

Peter Twining (The Open University)

An input about the imminent DCSF funded (£5.65million) programme of ICT CPD for teachers in England (spanning Primary and Secondary schools). The OU (in collaboration with e-skills UK) have been awarded the contract, which is due to be signed any day now. This paper will describe aspects of the programme – who the collaborators are and what we are planning to do.

Introducing programming at Key Stage 3 – what and why?

John Woollard (University of Southampton)

In this session John will describe 6 contrasting approaches to introducing programming in particular and computing in general into the key stage 3 curriculum. The work of teachers in contrasting school will be used to illustrate the principles. There will be a discussion on how best to meet the requirements of the National Curriculum, the need for schools to create computing students and the wish to enrich and enhance the ICT curriculum with interesting activities.

The analysis of the pedagogic value of programming identifies 6 important areas: accuracy of expression, understanding algorithm, visual representation of concepts and procedures, the analysis of situations and structure and the use of logic. Programming appears in many forms including: LOGO, Flowol, Scratch, Alice, Python, Greenfoot, Game Maker, Mission Maker, BASIC, CoCo, etc.

The outcome of the session will be to identify the teacher training issues for IT/ICT programmes raised by an increased emphasis upon authoring, scripting, product-orientated learning, programming and the use of sophisticated and idiosyncratic software in the key stage 3 curriculum. The discussion will focus on identifying strategies by which we can support trainee teachers learn these skills and then know how to teach them.

Wednesday

9.30: LaTiS computer room. Session 2, parallel session B

Creativity and ICT – Guidance for ICT ITE tutors

Mr. Andrew Connell and Dr. Anthony Edwards (Keele University)

This workshop will be an opportunity for colleagues to critically examine and discuss one approach to supporting the ICT community in working with creativity in ICT.

Under the auspices of ITTE, TDA, the ICT New Tutors Support Group and TTRB, a peer reviewed, subject specific document, has been produced.

The purpose of this resource is to provide high quality guidance material for new and experienced Initial Teacher Education (ITE) tutors of Information and Communication Technology (ICT) that will help them explore the link between creativity and ICT. It will provide:

An exploration of the key points and issues.

Some practical ideas that tutors can use with their trainees.

The authors strongly believe that all work with trainee teachers should support their development as a reflective practitioner and this resource has been created with that in mind. It is designed to help the tutor generate discussion and research and provides a framework for planning 'sessions', with reference to further reading and resources. Within the text, we have provided examples of possible activities, including:

Discussion points – activities that occur with the whole cohort or groups

Questions – undertaken by individuals to generate further thought and research and to refine ideas.

The resource is available on the Association for Information Technology in Teacher Education (ITTE) Subject Resource Network website, www.ict-tutors.co.uk.

Exploring e–safety materials from EPICT (European Pedagogy in ICT)

Sarah Younie (De Montefort University) and

Graham Jarvis (Leeds Trinity and All Saints)

This session is an open workshop in which you are invited to explore the resources developed by EPICT on e–safety. The TDA have invited ITTE colleagues to examine these resources with a view to considering their use in ITE.

Wednesday

11.30: Queen's lecture theatre 1. Session 3

Teachers with Attitude: ICT teachers' views of their subject
Chris Jones (Department for Schools, Children and Families)

The findings of research into pedagogic practice in ICT classrooms in England present a picture of the teaching profession and its responses to curriculum and pedagogical development in a defined subject area. Four categories of teacher type emerged from the analysis of the data that resulted from the research. This was important in beginning to understand how teachers were able to respond to emerging models of pedagogy and in teasing out existing range of approaches to teaching and learning that had been observed during data collection. It was important also in that the identification of "teacher types" enables us perhaps to reflect more deeply on our planning for effective continuing professional development

Lessons from the research: an ICT implementation model for ITT and beyond
Mark Hadfield, Michael Jopling, Karl Royle and Liz Southern (University of Wolverhampton)

This paper arises from research for the Training and Development Agency (TDA) for schools. Since 2003 the TDA has offered support for Information and Communications Technology (ICT) in Initial Teacher Training (ITT) through annual funding rounds open to all accredited ITT providers, with the aim of directly increasing the provision for ICT equipment, improving quality, creating a culture of innovation and change and promoting new research into ICT in ITT. This paper will show how the success or failure of projects can be explained by applying a model for implementation arising from analysis of TDA funded projects.

Our research looked at the impacts of the TDA projects on trainers, trainees and schools through case studies and on line survey. It will highlight how TDA funding has been used to build the digital infrastructure within which learning communities have developed..

The model outlines three generic groups of factors whose interaction determined the success of any implementation. These were: the status of the technology being introduced; the ITT organisation's capacity for innovation;

and the degree of alignment between the innovation and the needs and concerns of individuals and teams in the organisation.

In each of the case studies the relative importance of these groups of factors varied considerably but each was needed, like a series of gears, to drive forward the innovation. If any of these three gears failed to mesh or was 'under geared' and could not exert sufficient pressure on the other two areas, then the innovation was likely to stall and not make a substantive impact.

This paper will illustrate how this model can be used to inform any potential ICT implementation. We will construct a presentation supported by video evidence from case studies of technology implementations, including laptops, digital images, video conferencing and VLEs.

Wednesday

14.00: Queen's rooms (tba), Session 4

Special Interest Groups

This session is for discussions in Special Interest Groups:

Thursday

9.30: Queen's 1B, Session 5

A Practical approach to e-marking

Neil Stanley with Richard Vickery (Liverpool John Moore's University)

Last year I reported on our initial evaluation of a range of techniques for dealing with academic work that has been submitted electronically (in our case through the Blackboard Assessment tool). Our model was focused on describing as close an analogy to paper-based marking to hopefully enable the most reluctant colleagues that they could at least consider trying out one of the techniques.

In this session I will present the solutions we used, make recommendations for practice and indicate the difficulties found and workarounds we have developed (mostly relating to Blackboard and other institutional infrastructure).

Key Stage 3 curriculum developments and the impact on ICT – continued!

Dr. Ken Powell (Canterbury Christchurch University)

At last year's conference, a discussion group was started looking at changes to the KS3 curriculum and how this would impact on schools, ICT and ITE.

This sessions is designed to follow this and look at how things have developed over the year and to allow an initial discussion space for colleagues to share ideas about if and how PGCE courses should adapt to meet the changing school environment.

There will be no presentation but rather a sharing of emerging practice.

Paired Placements in secondary ICT PGCE Project

Richard Vickery, Ruth Hurst, John Sharrock and Debbie Buchanan (Liverpool John Moore's University)

As part of the regular meetings in 2008/9 of the North-West ICT tutors' group we had discussions about how best to ensure high quality placements and also about strategies which could be used retain trainees on our PGCE ICT courses. It became clear that there was a consensus in the group that the use of paired placements could contribute significantly in both areas.

Hence the idea was suggested of producing a DVD of case-studies where school mentors and trainees explain the benefits and challenges of paired placements.

We met on a regular basis from April 2008 onwards to plan the project which was funded by a TDA grant. The services of PFM Media in Liverpool were commissioned to do the filming, editing and production of the DVD. Each institution chose two schools and arranged for trainees and school mentors to be interviewed in school about paired placements. There were monthly meetings of the planning group to monitor progress. 7 secondary schools were used across the North-West region and 14 ICT trainees were interviewed. The footage was viewed by the group and various themes were identified (see below).

There is a brief introduction and then there are sections on each of Trainees Supporting Each Other, Helping the Pupils, Bringing Fresh Ideas and Resources, Developing ICT Skills and Helping across the School.

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