Graduate School of Education

MSc in Education, Technology and Society (ETS)

Supplement to
M-level Handbook 2013/14
(to be read in conjunction with the M-Level Handbook)

http://www.bristol.ac.uk/education/students/masters/ets/
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1 Introduction

Welcome to the MSc in Education, Technology and Society. The programme offers you:

- An understanding of the relationships between theory and practice in Education, Technology and Society
- A wide range of valuable transferable skills
- Experience of evaluating the use of ICT for teaching and learning
- Familiarity with a wide range of educational software environments and their applications
- Confidence in the process of designing learning environments
- Critical familiarity with the key theoretical approaches to ICT for teaching and learning, drawing on concepts from education, psychology and neuroscience
- A broad overview of how ICT and education are located within wider social settings and 'the information society'
- Experience of research into Education, Technology and Society and of working within an international centre for research and teaching excellence
- A valuable educational qualification from an internationally respected university.

An Orientation Programme has been structured in the first week to help you become familiar with:

- what is expected of you as a student
- what you can expect of the GSoE and its staff
- the MSc ETS and its key elements
- the facilities and resources open to you (ICT facilities, the Education Library)
- each other and the support fellow students can offer.

By the close of your first week you should have:

- sorted out which units you are taking in the first term and have a clear idea of which ones you will take during the year
- registered with the University
- sorted out your accommodation
- have your library card
- registered as a University email user
- registered with the University Health Service
- met, or arranged to meet, with your Personal tutor
- logged on to the ETS blackboard pages
- read through the M-level Handbook 2012-13 and this supplement for the MSc ETS.

You should also have an idea of the resources that are available, the International Student Advisory Service, the Centre for English Language and Foundation Studies, the Student Counselling Service and some social and sporting activities that are on offer.

I wish you an exciting and enjoyable year with plenty of opportunities for learning, sharing, collaborating and fun!

Dr Federica Olivero
MSc ETS Programme Coordinator
1.1 The programme team

Programme Co-ordinator
Dr Federica Olivero, fede.olivero@bristol.ac.uk, room 115, tel. 0117 3314389

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2 About the programme

2.1 Aims of the programme

The main aims of this programme are:

- to enable students to make links between theory (drawn from psychology, cognitive science, communications, sociology, education) and the use of ICT in educational settings;
- to enable students to implement a wide range of strategies for using new technologies in effective teaching and learning situations.

In particular, the programme aims to:

- broaden students' knowledge and experience of a wide range of technologically mediated learning environments and of designing and developing such environments for teaching, learning and communications (including distance learning environments);
- enable students to research and evaluate the use of ICT in educational and other contexts;
- provide students with a range of strategies for managing the introduction of ICT into educational settings;
- develop students' interest in and knowledge and understanding of wider social and theoretical debates which impact on the use of ICT in education.

The approach to teaching and learning will encourage participants to:

- further develop their networking and professional co-operation skills;
- use their growing knowledge and understanding in reflection on their professional practices;
- share their own professional experiences with others and learn from others’ experiences;
- practice spoken and written communication skills in a variety of genres, for different audiences and contexts, and become more aware of the demands of professional communication;
- focus on key issues of personal professional interest;
- consider their own career development, and the value of their M-level work as part of a portfolio of continuing professional development.

2.2 Who is the programme for?

The MSc in Education, Technology and Society is designed for individuals from diverse educational backgrounds and establishment, such as:

- Teachers
- Lecturers
- ICT specialists in both school and 'non-school' sites (e.g. museums, learning centres)
- Education advisors at local and national levels
- School managers

2.3 Thematic groups and Research Centres in the Graduate School of Education

The work of the GSoE is structured around three inter-related Thematic Groups and a number of Research Centres, which provide enduring academic support for all students and staff.

The Thematic Group to which the programme is associated is Learning Inquiry. In this Thematic Group, we examine the learning of children, adults, communities and organisations. We see all learning as arising out of meaningful, situated processes that in many cases are centred on bodies of disciplinary knowledge, such as in science and mathematics, or music and geography. Yet we
also problematise what it means to talk about learners and their learning, as well as teachers and teaching, in a more global, connected world.

For instance, in Learning Inquiry we ask questions like:

- How do individuals, organisations and communities learn, and what insights can we take from the evident differences we see?
- What is the role of language in learning?
- Can we develop innovative technologies to help the teaching of curriculum?
- Can we design tools, teaching interventions and new forms of assessment that in turn enable learners to more easily acquire important and relevant knowledge and skills?
- What might newer areas of inquiry, such as neuroscience, be able to tell us about how learners process information, and could these insights be used to inform teachers and policymakers?

To answer these kinds of questions we draw upon a range of disciplines, perspectives and settings that include more informal contexts. Our aim always is to link what we can find out through our research to those communities who would benefit from this knowledge. We aim to transform our understandings of learning, and in doing so, transform lives.

More information at
http://www.bristol.ac.uk/education/research/thematic-groups/learninginquiry.html

The research centre to which the programme is associated is the Centre for Learning, Knowing and Interactive Technologies (L-KIT).

This centre aims to develop understanding about how the relationships between people, interactions and technologies contribute to learning across a range of settings (e.g. schools, universities, museums, home).

The centre’s audience includes: policymakers, academic researchers, teachers (all sectors), education-focussed and campaigning organisations.

We aim to impact on policy, practice and inform future research. A major focus is on intervention studies: - in partnership with teachers, learners, others to improve teaching and learning and impact on people’s lives.

More information at http://www.bristol.ac.uk/education/people/group/centre/502

L-KIT organizes seminars throughout the year. Details will be circulated in due course.
3 Course Structure

The programme is based upon a principle of credit accumulation so that students who have gained
the 120 credit points from coursework which are needed for Post-graduate Diploma may proceed
to the Master of Science degree (MSc) and carry out a dissertation (60 credits).

A total of 180 credits are necessary for students to be awarded the MSc Degree. Alternatively
students may opt to study for a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120
credits).

All the taught units in the programme are offered at the same level (Level M) and so count towards
the MSc, Post-graduate Diploma and Post-graduate Certificate.

All taught units consist of 20 credit points. A unit of 20 credit points normally has the following
components:

- 20 hours contact time (including teaching, tutorials and assignment supervision)
- 180 hours (minimum) of associated study time (reading, individual tutorials, assignment
  preparation)
- the submission of an assignment (the nature of the assignment will differ from unit to unit but
  will usually involve a written assignment and/or the production of a piece of digital work).

The dissertation, which should be 15,000 words, contributes the final 60 credit points to the MSc
degree. This provides an opportunity for you to work on a one to one basis with a tutor/supervisor
exploring a topic of professional relevance in some depth. You will normally focus on a topic
related to your specialist area of interest and may conduct a small-scale piece of research as part
of the dissertation.

The programme can be taken full time (1 year) or part time (up to 5 years).

Please refer to the main M-level Handbook 2013/14 for more information on the structure of
Masters courses.

3.1 Core and optional units

The following 4 units form the core of the programme:

- Teaching and Learning with ICT (20 credits) - Autumn Term
- Digital Design for Mind, Brain and Education (20 credits) - Spring Term
- ICT and Society: Contexts, Policies and Practices (20 credits) - Autumn Term
- Research Methods and ICT (20 credits) - Spring Term

The following optional units are strongly recommended in order for students to achieve a wide
ranging understanding of the key issues surrounding ICT, society and education:

- New Media Representation and Digital Literacies (20 credits) – Autumn Term
- Learning, Community and Identity in Digital Spaces (20 credits) – Spring Term

Students may replace 1 unit with a

- Supervised Individual Study unit (20 credits) (subject to approval), working
  independently under the guidance of a tutor on a topic not covered by the available
  units.

Students are also able to replace some of the optional units with others of their choice from a wide
range of Masters-level units available at the Graduate School of Education (see
http://www.bris.ac.uk/education/programmes/masters/) and Faculty of Social Sciences in order to
further focus their studies on their key areas of interest.

The choice of units should be negotiated with the student's personal tutor at the beginning of the
Please note that students registered on the MSc in Education, Technology and Society programme must take at least **4 units (i.e. 80 credits) from within the programme.**

**Timetables**

During Orientation Week, you will choose your taught units for 2013/14. This will be done online, via Online Unit Registration.

Once you have registered for your units, you are expected to check your online personalised timetable on a regular basis. You can do this via MyBristol (the student portal) at: [http://www.mybristol.bris.ac.uk/portal](http://www.mybristol.bris.ac.uk/portal)

It is important that you check your timetable on a regular basis. During the year, it may become necessary to reschedule or cancel classes, or to move them to another room. Your personalised timetable will have details of any changes.

Timetables for all Masters programmes can be found at: [http://www.bris.ac.uk/education/students/newstudents/timetables.html](http://www.bris.ac.uk/education/students/newstudents/timetables.html) Please refer to these for guidance only, at the beginning of the year.

### 3.2 Workshops and Seminars

These additional programmes of support include weekly workshops and seminars throughout the year. Timetables will be posted in Blackboard.

**ETS workshops**

These are practical workshops that explore a range of technologies. They are on Tuesdays 11.30-13.00. The programme will be published in Blackboard.

**Learning skills workshops**

These are workshops that help students develop their abilities to think critically about ideas and to express their arguments as convincingly and as coherently as possible. These are available to all Postgraduate students and are held on Friday mornings.

**L-Kit and GSoE seminars**

These are seminars organised by the centre for Learning, Knowing and Interactive Technologies in the Graduate School of Education and include internal and external speakers. Seminars are advertised on our website.

### 3.3 Assignment submission deadlines

**Autumn Term**

- Teaching and Learning with ICT – 19 December 2013
- New Media Representation and Digital Literacies – 20 January 2014

**Spring Term**

- Digital Design for Mind, Brain and Education – 5 May 2014
- Learning, Community and Identity in Digital Spaces – 5 May 2014
- Research Methods and ICT – 5 May 2014

### 3.4 Outlines of the Taught Units

The following is a brief overview of all MSc ETS units. The readings included in the description of each unit will be complemented with other bibliography posted in Blackboard. The tutors will point you to the most relevant readings in the sessions.
3.4.1 Teaching and Learning with ICT – EDUCM5801 (core unit)

Unit tutors: Prof. Rosamund Sutherland and Dr Federica Olivero

Credits: 20

Aims of the unit

This unit will provide an introduction to key theories and methodologies relevant to teaching and learning with ICT. The emphasis will be on linking theory and practice through practical engagement with and critical reflection on a range of learning contexts which incorporate the use of ICT. Emphasis will be on the development and evaluation of the whole learning environment to include a focus on the teacher, a range of technological tools (both new and old) and a focus on learning. Case studies of innovative teaching and learning initiatives will provide a focus for critical evaluation.

The aims of this unit are:

- to introduce participants to key theories in the fields of psychology, cognitive science and education of relevance to the use of ICT in educational settings
- to provide participants with experience of a wide range of technologically mediated learning contexts and of designing and evaluating such contexts for teaching, learning and communications
- to enable participants to research the use of ICT in educational and other contexts
- to relate practical uses of ICT in educational settings to appropriate theories of teaching and learning.

Learning outcomes

On completion of this unit, students will be able to:

- conduct a review of relevant research literature, taking a critical approach to analysing different ICT tools and show an understanding of the underlying learning processes;
- design and evaluate learning environments which harness the potential of ICT for teaching and learning;
- conduct a small scale research project using appropriate research methodology and technologies into the use of ICT in either formal or informal learning settings;
- make links between theory and the use of ICT in learning settings.

Methods of teaching

The course will be taught face-to-face, but will be supported by a virtual online learning environment (Blackboard) and a blog. Students will be encouraged to work in groups to support collaborative learning, discussion of articles and feedback on assignment ideas.

Assignment task

The overall aim of this assignment is for you to:

a) engage with a learning situation which incorporates the use of ICT
b) engage with literature of relevance to your chosen learning situation
c) develop a framework that relates to a) and b) and which you use to analyse the learning situation
d) produce a paper or a digital document (video paper or pdf) that enables you to use theoretical ideas to critically engage with video excerpts of the learning situation.

In order for you to do this you have to first choose your learning situation. This could be: you yourself learning something or a whole class of students or a small group of students. It could be a face-to-face situation or an at-a-distance situation. The situation could be a more formal education situation or a more informal out-of-school situation (e.g. home, museum). You should choose something which is both relevant and of interest to you. Whatever you choose it will be important for you to specify the ‘learning intentions’, or to say explicitly if these can be emergent. Although
this is a mini research project so you must choose something very contained, for example one lesson in a primary school or one or two sessions of a small group of people learning something or a small group of students using a blog.

Finding the relevant literature which helps to give you a framework will also be important. This could be literature which has been part of each session and also new literature which you find for yourself following up references from the papers we gave you.

In terms of finding a framework, you could focus on (for example) informal learning, or the role of the teacher, or the affordances of the technology or the instrumentation process. We suggest you do focus on literature/concepts that we are working with in the course sessions.

The assignment could be presented as a:

- 4000 words paper
- videopaper (to include one 10-15 minutes long clip and 3500 words in the text)
- pdf document including a number of short videoclips and text (3500 words).

Instructions about how to create a videopaper and a pdf document including videoclips are in Blackboard in the Assignment folder.

Key readings

Crook C (2008) Theories of formal and informal learning in the world of web 2.0, in Theorising the benefits of new technology for youth: Controversies of learning and development, 1st report of the ESRC Seminar Series, The educational and social impact of new technologies on young people in Britain, (http://www.education.ox.ac.uk/esrcseries/uploaded/08_0314%20ESRC%200report_final HR.pdf)


Olivero F, Sutherland R, John P (2008) Learning and Technology, Chapter 3 from Improving Classroom Learning with ICT, Routledge


Further reading


3.4.2 Digital Design for Mind, Brain and Education – EDUCM5811 (core unit)

Unit Tutor: Dr Paul Howard-Jones

Credits: 20

Aims of the Unit
This unit will introduce students to the design of technology for learning. Through critical analysis of existing products and case studies that provide insights into design processes, the unit offers engagement with the many interacting factors that contribute to effective and innovative applications of technology within educational contexts. It will bring together concepts spanning education and the sciences of mind and brain to help students acquire fresh insights into learning with educational technology. As well as concepts from psychology and neuroscience, it will introduce the principles of effective user-based design and issues of Human Computer Interaction (HCI), and draw upon insights from non-educational contexts such as gaming.

The unit will: introduce students to the processes of designing effective computer-based learning environments such as virtual learning environments and web-based resources; provide students with an understanding of pedagogical issues influencing the successful design, development and implementation of technology intended to support learning; provide students with the knowledge and skills required to design, develop and evaluate computer-based learning environments.

The unit aims:
• To develop an awareness of how current models of learning can support the design of technology aimed at supporting learning.
• To develop a critical awareness of the many, complex and interacting factors influencing effective design of technology aimed at supporting learning.

Learning Outcomes
By the end of the unit students will be able to demonstrate that they can:
• Follow a user-based process in the design and development of a learning resource for implementation on a computer platform.
• Integrate user feedback, concepts from educational research and knowledge regarding human-computer-interaction to make reflective and cogent design decisions regarding educational technology.
• Reflect critically upon processes and outcomes arising from attempts to design and implement educational technology, demonstrating a critical awareness of the relationship between design and learning in context.

Methods of teaching

The course will be taught face-to-face, but will be supported by a virtual online learning environment (e.g. to communicate with fellow students, with the lecturing staff, to obtain administrative details about the course, to access course materials and submit coursework).

Students will work in groups to support collaborative learning, applying feedback on their design idea and their plans for a suitable design process by which to develop it. The principle teaching and learning methods will include the following:

• Lectures: to present the main concepts of the syllabus.
• Workshops: to reinforce ideas and encourage understanding through individual and group work, and through interaction with examples of educational technology design
• Case studies: to ground the work within the professional context and provide real life examples
• Engagement with online resources: to reiterate face-to-face activities, to supplement and support, to provide revision or associated materials and resources, and to offer extension activities and links to further sector-specific information.

Assignment task

The assignment will arise from a reflective account (4000 words or equivalent) of your attempt to develop a user-based design process for the design and development of your own idea for a technology-based learning resource. This account should detail how the design process integrates user feedback, concepts from educational research and knowledge regarding human-computer-interaction, with details about how the various design decisions will be made along the way. Your account should demonstrate a critical awareness of the relationship between design and learning in the chosen context, and provided a balanced appraisal of the final process in these terms.

Key reading


Further reading

3.4.3 ICT and Society: Contexts, Policies and Practices - EDUCM5803 (core unit)

Unit tutor: Dr. Helen Manchester

Credits: 20

Aims of the unit

This unit will provide a critical introduction to debates about the relationship between ICT and Society examining sociotechnical change. It assumes that we cannot understand ICT without reference to the concept of ‘society’, a term that requires careful theoretical reflection. The unit therefore explores economic, social and cultural theories about ICT, and encourages students to analyse debates about ICT from a variety of perspectives and disciplines. The unit explores these in a variety of contexts, policies and practices. This allows for case studies at a variety of scales, involves the discussion and analysis of policy documents, and the study of the practices surrounding the use and management of ICT in specific sites. The underlying assumption is that the meaning of all of the terms in the unit title cannot be taken for granted and that they should be subject to critical inquiry using a wide-ranging literature.

The aims for this unit are:
• To introduce the main economic, social and cultural theories relating to ICT;
• To provide students with an understanding of sociotechnical change and the economic and social contexts in which ICT is used in society;
• To provide students with conceptual and methodological tools to understand policies surrounding ICT and their use in education and other settings;
• To enable students to analyse specific uses of ICT practices in education and other settings in the light of the perspectives introduced in the unit.

Learning Outcomes
On completion of this course unit students will be able to:

• Explain critically and utilise a range of economic, social and cultural theories related to ICT and society and sociotechnical change in relation to educational and other settings
• Choose appropriate theories and put these theories to work in analyzing specific uses of ICT in educational and other settings
• Write coherent and critical reflective learning accounts

Methods of Teaching
A variety of teaching and learning methods will be adopted which will include face to face individual and group work, student presentations and individual and group work online.

Assignment task
A 2000 word academic essay theoretically examining an ‘educational technology’, a technology practice or an educational policy document. Students will be expected to critically apply theories and concepts learnt on the course.

A 2000 word reflective critique demonstrating critical engagement with the theories, concepts and methods introduced on the course and their application in a range of settings. Students will be given guidelines on keeping a journal throughout the course and it will be made clear that students must go beyond description to critically reflect on their own learning processes throughout the course unit.

Readings
Session 1, 2 & 3 - Core Reading


Sessions 1, 2 & 3 - Additional reading


Dale, R., Robertson, S. and Shortis, T. (2004), You can’t not go with the technological flow, can


Session 4 - Core reading


Session 4 - Additional reading


See also: http://www.guardian.co.uk/news/datablog/2010/jul/12/digital-divide-martha-lane-fox

Session 5 - Core reading


Session 6/7/8 - Core Reading

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In addition if you are interested in young people and educational technology you might want to look at some of the articles in this special issue:


**Session 9 - Core reading**


**Session 9 - Additional reading**


Some suggested journals of interest include:

British Journal of Educational Technology

Learning, media and technology

Technology, Pedagogy and Education

Journal of Computer Assisted learning

However please do make sure you use databases in searching for appropriate texts to ensure that you are reading relevant and up to date articles.

**3.4.4  Research Methods and ICT- EDUCM5805**

**Unit tutor:** Dr Federica Olivero

**Credits:** 20

**Aims of the unit**

Digital technologies have become an integral element of research – both as an object of research and as a tool used by the researcher. In this unit students engage critically with the methodological and theoretical questions raised by researching on and also with digital technologies in education. Students are introduced to the various components of the research process (e.g. identifying a research area, focusing upon a question/hypothesis, developing a sound and ethical methodology,
selecting appropriate methods of data collection and analysis, and drawing evidence-based conclusions) as well undertaking small-scale research themselves. Within this unit, an overview of the philosophies underpinning the dominant methods of data collection and analysis, and the differing views of social reality they give rise to, will be studied in relation to new technologies and the social world in general.

The aims for this unit are:

- to introduce the main philosophical and methodological positions used within social science research with special reference to research on ICT;
- to provide students with the tools to assess and make judgements about the strengths and limitations of research on ICT, the appropriateness of the techniques employed and how these relate to research coherence, quality, rigour and value;
- to facilitate students' understanding of the research process, including the use of ICT within the research process;
- to interrogate the ethical issues involved in conducting research on and with ICT;
- to enable students to conduct research small-scale research in educational contexts.

Learning outcomes
At the end of this unit, students will be able to:

- demonstrate understanding about the design and rationale for research on the use of ICT in educational settings;
- demonstrate an ability to follow an appropriate research process when investigating the use of ICT in educational settings;
- demonstrate an understanding of key concepts associated with the research process, such as reliability/specificity and validity;
- demonstrate an understanding of relevant ethical issues in the design, execution and interpretation of research on ICT;
- demonstrate an awareness and understanding of how new technologies can be appropriately applied in the research process.

Methods of teaching
The unit integrates face to face lectures with group work and activities aimed to try out and reflect on the different research methods. Social media will also be used to support learning.

Assignment task

Option 1

Develop a methodology to investigate a particular research question or hypothesis, which will be the basis of your dissertation.

Describe the methodological approach and the methods of data collection you will use and justify these in terms of your research questions and in terms of reliability/specificity, ethics and validity. Illustrate what kind of data your project will produce and how you will analyse it.

Elements to include in your proposal are:

- Aims and Research questions/hypotheses
- Brief rationale for the chosen research question and background to the study
- Participants/sample how selected
- Methods of data collection (Why are these the most appropriate? What instruments?)
- Methods of data analysis - Describe how you plan to analyse the data you will gather
- Discussion of validity, reliability/specificity and ethics

Option 2

Compare and contrast the pros and cons of how different methodologies have been used to approach a particular research area, comparing and contrasting the advantages and disadvantages offered by these different approaches.

Key reading


Hookway, N. (2008). 'Entering the blogsphere': some strategies for using blogs in social research. *Qualitative Research, 8*(1), 91-113


**Further reading**


3.4.5 New Media Representation and Digital Literacies - EDUCM5810 (optional unit)

Unit Tutor: Jean Dourneen

Credits: 20

Aims of the unit

'The Information Age' has heralded a proliferation of new forms of digital communication and new textual genres. As these texts tend to be multimodal, multilinear and interactive they pose significant challenges for analysis and raise many questions about what it means to be literate in the 21st Century. This unit encourages and argues for an eclectic approach to the analysis of such texts drawing on semiotics, discourse analysis, literary theory and film studies as well as studies of new media representation and digital literacies.

The aims for this unit are:

- to introduce students to key theories and literature from a variety of disciplinary fields that enable them to develop a critical understanding of the role of ICT within communication and representation in educational settings and within literacy practices;
- to introduce students to a wide range of new media texts;
- to introduce students to a range of different approaches in the analysis of new media texts and digital literacies.

Learning Outcomes

On completion of this unit, students will be able to:

- Critically engage with academic literature concerning representation and communication in an age of multi-media and multimodality
- Critically engage with literature relating to new literacies, cultural studies and identity research relating these to pedagogical practice
- Critically interrogate and report on a range of media forms and multi-media texts
- Adopt a principled approach to the design and use of multi-media texts within pedagogical practice

Methods of teaching

A combination of approaches will be used including interactive lectures, individual and group tasks, the use of video as stimulus for discussion, online discussion and student presentations.

Methods of assessment

Formative tasks will be set to be completed between sessions, to follow up learning activities. These will be assessed by the tutor and/or peers. Discussion board in Blackboard will be used to share work in progress. Tasks will include analysis of texts using a range of theoretical
frameworks. Students will often be able to choose their own texts. The assignment provides the summative assessment.

**Assignment task**

A 4000 word essay which analyses interactive digital text(s) in relation to appropriate ideas and methodologies of communication, literacy and representation.

The overall objectives for the assignment are to:

- Engage with key concepts related to communication, literacy and representation (as identified in the unit)
- Engage with relevant literature related to new media representation and digital literacies appropriate to a chosen focus
- Apply concepts and theories in an analysis and discussion of interactive digital texts.

**Key Readings**


**Further Readings**


3.4.6 Learning, community and identity in digital spaces EDUCM5809 (optional unit)

Unit Tutor: Dr Sue Timmis

Credits: 20

Aims of the unit
The aim of this unit is to consolidate and builds on the theoretical perspectives about the social situatedness of learning introduced in Teaching and Learning with ICT.

It aims to review, analyse and critique current research and practice in the use of digital technologies that support learning in different communities and settings, in higher education, in the workplace and informal settings. It also aims to explore the relationship between learning, meaning and identity in different settings and digital spaces and consider particular aspects of learning in digital spaces

Learning outcomes
- To consolidate and develop theoretical understanding of the relationship between digital tools, learners and learning;
- To investigate and develop an understanding of the different settings and learning spaces in which digital tools are engaged to support both formal and informal learning activities, particularly in lifelong and post compulsory education;
- To develop an overview of some of the major themes in research and practice in learning with ICT.
- To engage in a small scale collaborative research project drawing on the work of the unit and integrating research methods

Methods of teaching
- Some lectures, group work on key readings, collaborative inquiry based research project in small groups lasting 9 weeks, supported by class sessions and online feedback., Use of the Blackboard wiki and social media to support this and other work in the unit.

Assessment task
The unit is assessed through an individual two-part essay.

Part One (1, 500 words)
- A reflective and critical analysis of the process and outcomes of the collaborative group project and your use of digital tools, related to the literature from the unit and other units.

Part Two (2,500 words)
- Consider one example of the use of digital technology to support learning communities from the group project or from the work of the unit or your reading associated with the unit as an in-depth case study: - (examples might include:- use of social networking for a particular community or the use digital tools for developing particular identities for a community)
Undertake a short literature review to show how these (or similar) digital tools or spaces are being used in either informal or formal settings (or both).

Critically analyse the case you have chosen, drawing on the literature to discuss one or two key themes or factors in detail – for example: the affordances and design of tools, the development of community, support for learning and identity building, communication or collaboration.

Develop an argument and use literature and theory from the unit and extended where appropriate, to support this argument.

**Assessment Criteria**

1. A clear and reflective account of the group project and its findings, showing what has been learned from engagement in the project as well as the outcomes.

2. References to appropriate literature and sources and to the themes discussed in the unit to support this, showing evidence of understanding and articulation of arguments in the papers chosen.

3. Appropriate use of theory to frame your discussion of the role of the ICT in your example and its relationship to learning, learning environment and social context.

4. Evidence of critical thinking and critical engagement in understanding the role of technology in supporting learning.

5. Good level of academic writing and the development of a clear structure to the assignment so that all sections are linked together with a strong narrative thread and a clear argument.

**Key Readings**


Säljö, R. (2010). Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning *Journal of Computer Assisted


Further Readings


3.4.7 Supervised Individual Study (SIS) – EDUCM5807

This programme enables (part-time) students to pursue independently the study of a topic of interest, with the guidance of an appropriate tutor. No SIS involves any formally taught sessions.

The SIS framework has been developed to permit course participants to:

- Pursue particular areas of professional interest
- Undertake a small scale inquiry which may have a practical or research base
- Engage with an area of intellectual interest that is not covered by the taught programmes

Undertaking a SIS can only be agreed to if:

- It does not substantively replicate an area for which a student has already been assessed
- It does not overlap with a taught course that is running
- There is a supervisor who is willing and has sufficient expertise to support a student
- The student can offer a rationale for undertaking such an assessed piece of work
- The student can demonstrate sufficient skills as an independent learner to be able to manage this form of assessment.

Normally, students will be allowed to substitute a maximum of one SIS (20 credits) for one of their taught units, though students should be aware of the demands that will be placed on them to be self-motivated and skilled independent learners.

Possible SIS projects

A range of SIS projects can be undertaken. The following is only an indicative list:

- Projects including site visits to organisations, drawing on interviews or observations
- A project that tracks a particular function in an organisation, or investigates a particular event or change in an organisation
- The creation and testing of training or other development materials
- Short term attachments to educational or other organisations and critical report of such an attachment
- A literature or other media review
- An in-depth investigation of a particular issue, e.g. quality assurance; evaluation research; formative assessment
- An action research project.

Further information about doing an SIS and the application form can be found in Blackboard.

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1 Given the potential isolation of working on an SIS, supervisors are encouraged to think how SIS students may access other intellectual opportunities within or beyond the GSOE.
4 Other useful information

4.1 ETS and Facebook

We have a closed ETS Facebook group to be used by everyone on ETS to share social and academic information. In the first week of Term we will discuss the use of social media to support your learning experience in the course.

Ask to join the closed group ETS 2013-14 at https://www.facebook.com/groups/169458396572767/

There is also a general ETS page to communicate with former students and prospective applicants. You are welcome to post there too and share your experience on the course with other people who might be thinking about applying for ETS.


4.2 ETS Alumni

Here is a list of ETS students who have completed the programme in the last couple of year who are happy to be contacted should you need further support or information about the programme from a student’s point of view.

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<tr>
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<td>Miles Matthewman</td>
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4.3 100 Stories website – Celebrating a centenary of Learning

http://100stories.edn.bris.ac.uk/education/centenary/stories/page/about/

Here you can find stories from people who have studied at the Graduate School of Education in the last few years. There are a few ETS students who have told their story too. Below are two examples.

Ben Seema (ETS 2012-13, from Botswana). We have computers but, when we put them in the classroom, will they actually improve learning?

“By profession I’m a teacher trainer. My role is to simply show teachers how we can improve their lessons through the use of technology. I’ve always thought ‘what if I venture into academia’? I then
decided I had to go and do a Master’s. That’s what prompted me to apply to the college at Tralee in the first place. With Bristol, I sent messages around to my friend and colleagues. Once I got offered an opportunity to go and study further I sent them emails to say I need schools, help me out and one of my friends studying in the UK gave me a link to Bristol. I saw the course, I fell in love with it and then I came to Bristol.

We see cell phones out there, we see the internet, but how do they influence society? If you take a deeper look into how we relate with ICT, you get to see the reality of things and you can appreciate and embrace ICT much better.

I have learnt so many things. Firstly, like I said, I was teaching teachers how to involve ICT in their day-to-day teaching. But I was doing it from an experimental way of teaching. I did it so I thought I could have an impact. Maybe it is worth mentioning that we are the first group to truly be sent out to go and do this kind of course.

We have computers but, when we put them in the classroom, will they actually improve learning? No. Will they improve teaching? No. Unless we actually exploit the possibilities that they have – how you can actually get them to help you as a teacher to disseminate information and how you can use them to help students learn on their own.

The reception that we actually got at Bristol, the assistance we got from the lecturers and the atmosphere, have been quite wonderful. I’m doing my last unit as we speak and my dissertation is just about to get into the swing of things. The assistance that I get is so overwhelming. I believe that the overall outcome of this place is a much much more informed individual."

http://100stories.edn.bris.ac.uk/education/centenary/stories/story/we-have-computers-but-when-w/1/

**Eleni Anna Skoulikari (ETS 2012-13, from Greece). I thought it would be really interesting to study more about technology and education because it is something very new in Greece.**

"I studied for four years at the University of Jannena back in Greece at the Department of Primary Education. I took my bachelor degree as a primary teacher and also I worked as a volunteer teacher in a primary school during the summer in order to help students with learning difficulties.

I know many people who have studied here before and one of primary teachers as well studied here. They were all very satisfied with the University, the facilities, the tutors, the libraries and especially the city because it is a very beautiful city. They all said you have to go there if you find a course that meets your needs.

I was inspired by a unit that we had at my previous university and it was about Second Life, an online environment that could be integrated into teaching. I thought that it would be really interesting to study more about technology and education because it is something very new in Greece. It is a little bit complicated if you integrate technology into teaching, it is not as simple as I thought before. For example, when I did my practise at my previous university in schools I thought that if I just integrate a new technology like computers into teaching the children would be very interested and the lesson would be effective. But now I have found out that you have to take into consideration many other things, factors, elements, the subject, the students. I really enjoyed the parts where we were engaged with research, the small scale research here, and now that I’m doing my dissertation I find myself really immersed in that part and this process and I would like to continue with that and maybe apply for a PhD here. I’m really enjoying the course. I have found that the tutors are very friendly, kind and supportive and I really like the whole experience, and I don’t want it to end."

http://100stories.edn.bris.ac.uk/education/centenary/stories/story/i-thought-it-would-be-really/1/