



# Programme, biographies and abstracts



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Any errors are entirely my fault - so sorry! Andy.

# Programme

TIMES	Mon 4 <sup>th</sup>	Tue 5 <sup>th</sup>	Wed 6 <sup>th</sup>	Thu 7 <sup>th</sup>
7-9		7-9 Breakfast for new tutors <i>(Hawthorne)</i>	7-9 Breakfast <i>(Hawthorne)</i>	7-9 Breakfast <i>(Hawthorne)</i>
9-10.30 (two 45 min slots on Thur)		<b>New Tutors</b>	<b>KEY NOTE 2</b> Tim Tarrant – a personal view on ICT in ITE  <i>(Spode room)</i>  Mike Harrison - TDA	<b>Seminars/Briefings</b>  Peter Twining <i>(Spode room)</i>  Sarah Younie & Ken Powell <i>(Spode room)</i>
10.30-11		10.30-11 refreshments <i>(Hawthorne)</i>	10.30-11 refreshments <i>(Hawthorne)</i>	10.30-11 refreshments <i>(Hawthorne)</i>
11 – 12.30 (two 45 min slots on Wed)		<b>New Tutors</b>  <b>Registration 11-1</b> <b>Management centre</b>	<b>Parallel discussion groups/seminars</b>  Gary Meek <i>(Spode room)</i>  Chris Shelton <i>(Spode room)</i>  Alan Rodgers <i>(Wedgewood room)</i>  John Sharrock <i>(Wedgewood room)</i>  Sue Sentance <i>(Minton room)</i>  Lynne Dagg <i>(Minton room)</i>	<b>KEY NOTE 4</b> Kevin Mattinson - Futures for ITE <i>(Spode room)</i>  <b>Thanks and farewell</b> (Kate Watson)
12.30-1.30		12.30-1.30 lunch <i>(Hawthorne)</i>	12.30-1.30 lunch <i>(Hawthorne)</i>	12.30-1.30 lunch <i>(Hawthorne)</i>
1.30-3.30		<b>1.30-2</b> Welcome Andy Connell & PVC Keele University (Kevin Mattinson)  <b>2- 3.30</b> <b>KEY NOTE 1</b> Stephen Heppell – ICT, ITE futures?  <i>(Spode room)</i>	<b>1.30-3.00</b> <b>KEY NOTE 4 and discussion</b> Royal Society Study on Computing, CAS, TDA grants - Prof. John Howson, Mark Dorling  <i>(Spode room)</i>  <b>3.00-3.30</b> Tim Denning, Chris Higgins & Tony Fisher <i>(Spode room)</i>	
3.30-4		3.30 – 4 refreshments <i>(Hawthorne)</i>	3.30 – 4 refreshments <i>(Hawthorne)</i>	
4-5		<b>Feedback and discussion from Warwick Symposium</b> - Mick Hammond & Sarah Younie <i>(Spode room)</i>	Graham Jarvis  SIG Mentoring (Rik Bennett) <i>(Spode room)</i>	
5-6		<b>Parallel discussion groups/seminars</b>  Moirra Savage <i>(Spode room)</i>  Evie Benetou <i>(Wedgewood room)</i>  Bruce Nightingale <i>(Minton room)</i>	<b>5pm ITTE AGM</b>  <i>(Spode room)</i>	
6-7	<b>New Tutors arrive</b>		<b>ITTE Committee Meeting</b> <i>(Spode room)</i>	
		7-7.30 drinks <i>(Keele Hall)</i>	7-8.30 Dinner <i>(Hawthorne)</i>	
		7.30-12 Dinner <i>(Salvin Room, Keele Hall)</i>		

# Abstracts and biographies (where provided) – in order of the programme

## **Stephen Heppell: ICT, ITE futures?**

Stephen is established internationally as a recognized leader in the fields of learning, new media and technology.

Stephen has worked, and is working, with governments around the world, with international agencies, Fortune 500 companies, with schools and communities, with his PhD students and with many influential trusts and organizations.

<http://rubble.heppell.net/heppell/quiickbiog.html>

## **Mick Hammond & Sarah Younie: The enduring importance of ICT**

The aim of this session is to report back key findings from a symposium held at Warwick in advance of the ITTE conference. The aim of this symposium is to look at recent ICT policy and practice with a special reference to the short history of Becta. The symposium also sets out to identify future priorities both for research and practice. One pressing concern for us all is the status of ICT both as a subject and as an everyday tool for use in school and the session concludes with an appreciation of the enduring appeal of ICT and a discussion as to how we can best present the case for ICT to different audiences.

## **Moira Savage: Tools for teachers or learners?**

Within my own practice I often find myself pondering the optimum balance in educating our primary trainees about their use of ICTs in teaching (informed by QTS standards) and the children's use of ICT in their learning (as per NC POS). Whilst largely complimentary I sometimes sense a pressure from non ICT colleagues and students for more of the former at the expense of the latter. How do others manage this dual aim without compromising on the pedagogy and potential of primary ICT with the children in control?

A general impression when reading school experience reports or students reflective writing is that focus often dwells on the 'teachers use of ICT' with comments and

discussions largely about interactive whiteboard use etc. as if this by default means children are 'learning with ICT'. Once prompted with the query 'what technologies did the children use in their learning' the conversations become richer and deeper.

The session will provide an opportunity to discuss these issues, think creatively and share best practice.

- At your institutions are there generic 'teaching with technology' modules as part of professional studies?
- Are the 'teaching with technology' dimensions; for example, interactive whiteboard training, handled by the ICT team alone during existing modules?

About me:

**Name:** Moira Savage

**Position:** Senior Lecturer in Initial Teacher Training, Primary ICT Coordinator and Institute of Education eLearning Coordinator, University of Worcester

**Email:** [m.savage@worc.ac.uk](mailto:m.savage@worc.ac.uk)

In 2003 I joined the University of Worcester and now coordinate Primary ICT and elearning across the Institute of Education. Whilst at Worcester I have been taking part in annual TDA ICT projects, seven successful bids since 2007, including the use of eportfolios, control technology, esafety and music and ICT. I lead a team delivering ICT education to large cohorts of students on Primary PGCE, GTP and BA QTS courses. My own research to date explores the use of eportfolios as a tool for authentic assessment and transformative learning. This year I have also led two projects into the use of blogging to nurture new students in developing their 'professional voice' and vodcasting to support learning beyond timetabled sessions

### **Evie Benetou: Personalising learning with the use of ICT: Looking into the future.**

I am doing action research studying [the impact of ICT use](#) on the personalised foreign language learning in a Greek primary school, under the supervision of Dr Mick Hammond.

This is a presentation of action research conducted in a primary school classroom. Firstly, the student moved into the center of the education system and learning became personalised. Next, ICT use was introduced to sustain personalised learning in the form of an interactive and social web-based software mostly home-accessed. It appears that the impact of ICT use on personalised learning is such that it can carry

implications for different learning environments in the future. How visionary or real can this be? Discussion.

### **Short Biographical note**

Evie Benetou holds a BA in the English Language & Literature, University of Athens, Greece and an MEd in Teaching English to Speakers of Other Languages (TESOL), University of Manchester, UK. She has been an EFL teacher in Primary Education in Greece since 1986. At the moment she is on educational leave pursuing a PhD by research in the Institute of Education, University of Warwick, UK.

Her main research interests are:

- the significance of technology in personalised learning,
- technology and social capital,
- communication in technology-mediated environments,
- students' & parents' behaviour and attitudes towards technology acceptance in education,
- students' empowerment in learning,
- motivation in learning.

### **Bruce Nightingale: personal e-portfolios on the cloud**

Course Leader PGCE Secondary ICT, Keele University.

Sharing the use of e-portfolios on the cloud and the trainee experience. Looking at how Keele ICT trainees have used box.net to create a personal portfolio of their experiences. Trainees will present their viewpoint.

### **Tim Tarrant – a personal view on ICT and ITE**

Until his retirement in April 2011, Tim was head of the ICT team at the Training and Development Agency for Schools (TDA). Previously Tim led on a number of projects at the DCSF (formerly the Department for Education and Skills) including the first laptop for teachers scheme and the CAD-CAM for schools programme. Although he taught in a primary school for a year prior to going to university he entered education via his work in computing. Tim worked as a systems analyst/programmer and led on a number of projects. His responsibility for training the trainers in the introduction of

computer systems led to an interest in and appointment to adult and community education at the Inner London Education Authority (ILEA). He has moved between management and computing, at various stages in his career. In 2006 he received an award from the Design and Technology Association for “his outstanding contribution” to the subject.

### **Gary Meek: From Alien to Addict – The beginnings of using an iPad for eAssessment**

I didn't think I would ever use an Apple of any sort. The notion of a glorified portable phone worried me. Work will follow me everywhere. However in order not to be outdone by colleagues, I put in a bid for an iPad as part of an eAssessment mini project.

The iPad then has been evaluated as to its usefulness by myself and some colleagues we feel that In ITT it has several distinct advantages over traditional laptop technology including:

1. School based observation (written and audio feedback) using Wi-Fi/bluetooth.
2. Handwritten feedback with instant conversion to text.
3. Portability of the iPad lends itself to users who are out and about (visiting schools)
4. Less intrusive in lessons, less likely to get “in the way” of observation.
5. Marking regular academic assessments/assignments

#### **Gary Meek**

Senior Lecturer PGCE ICT Middlesex University.

Interests: ePortfolios, iPad, eAssessment, ICT in MFL, music!

Previously taught in secondary schools in North London and Berkshire, Modern Languages, Computing and ICT.

Current research includes Computing Research Grant from TDA, the use of iPad for eAssessment and Pebblepad for ePortfolios.

## **Alan Rogers: Control Technology; Breaking the Cycle**

At Newman University College a large number of trainee teachers (approximately 650) were asked about their personal childhood experiences of being taught control work.

From analysis of the data it was evident that a huge proportion of subjects had experienced little or no Control Technology in their own education. This was despite the fact that a large proportion of them were educated under the National Curriculum.

Resources to address the shortcomings in the teaching of Control Technology have been produced. Funding was provided by the Training and Development Agency (TDA). These materials are intended to support tutors and students in Initial Teacher Education. It is hoped that these resources will help people who say that because they did not do Control Technology at school they are not confident to teach it; thus breaking the cycle.

Alan Rodgers (research and resources completed with Angella Rodgers)

**Alan Rodgers** is a part time lecturer in Initial Teacher Training at Newman University College. At Newman he has taught Broad Curriculum Design and Technology and ICT. He has also worked with ICT specialists on their Control Technology Module.

Alan Rodgers spent his early career working with children, first in Social Services, then as a primary school teacher. He has supported other teachers in a variety of ways, starting with *MAPE*, progressing through *Naace* and evolving into *ictopus*. He has published material in various forms for children and educators

## **Sue Sentance: "Texting trainees: supporting academic writing on placement"**

**Authors:** Sue Sentance, Debbie Holley and Claire Bradley

A short presentation on one of the projects I am working on. It is funded by Escalate and relates to using mobile technology with my PGCE ICT trainees to assist them with their preparation for academic assignments while they are on school placements. We are midway through the project so it is currently work in progress, although we will have carried out initial evaluations by July. I am carrying out this project together with two other researchers, Debbie Holley (ARU) and Claire Bradley (London Met).

### **Abstract**

Trainee teachers can struggle with the school placement/academic work balance and rush their university assignments, often reporting disappointment with their grades. This paper describes a project devised to provide academic support to trainees on placement via the medium of SMS messages. The software tool TxtTools was used to communicate with students at four key points in the course, each with tasks to be completed over a 24-hour period. These tasks were devised to support academic writing and engage trainees in critical reflection on key academic readings. Trainees' responses had to be concise, within the 160 character limit of one text message, which was intended to support trainees to move from verbose descriptive writing to developing succinct reflective points. The TxtTools software had not been devised for this particular purpose and was found to have certain shortcomings; however, the experiences of the tutor and the trainees on the project have provided significant insights into the tools that could be useful to support trainees on placement in their academic development.

### **Personal descriptions**

Sue Sentance is the Subject Leader for the PGCE ICT course at Anglia Ruskin University. She has 11 years experience of teaching ICT and Computing in schools. Her research interests are in Computing education and using technology to enhance learning.

Debbie Holley is Principal Lecturer with the Faculty of Education at Anglia Ruskin University. Her teaching and research interests are with engaging students with their curriculum both on and off the campus, and exploring the possibilities of eroding these boundaries. Debbie has experience of projects with students using a range of mobile devices.

Claire Bradley is a Research Fellow at the Learning Technology Research Institute at London Metropolitan University. Claire has experience of both of UK and European research projects involved in mLearning, eLearning, and online communities. She has conducted the evaluation for a number of projects, including the EU CONTSENS project (Using wireless technologies for context sensitive education and training).

## **Chris Shelton: Teaching Abroad: Using Technology to Support Student Teachers Overseas**

### **Abstract:**

CIRT (Consortium for Intercultural Reflective Teachers) is a European Union and U.S. Department of Education funded project under the EU-US Atlantis scheme that

offers students the opportunity to participate in a two-year dual-degree programme across two European universities (Chichester University in the UK and Jönköping University in Sweden) and one U.S. university (Pennsylvania State University). The programme aims to develop the intercultural understanding and expertise of prospective school teachers through attending university sessions and school teaching placements in all three countries. This presentation will describe how the programme and its students have used a range of formal and informal technologies to support their learning and experience both in university and beyond. It will also offer some ideas on the advantages and disadvantages of technology from the perspective of exchange students.

### **Personal Description**

Chris Shelton is Head of the Primary PGCE at the University of Chichester and also co-ordinates the undergraduate international route. The work described in this presentation is a result of the CIRT project team led by Jamie Myers (Penn State University, USA), Sverker Johansson and Stefan Engberg (Jönköping University, Sweden), and the project evaluator Larry Ferguson (Norfolk State University, USA).

### **John Sharrock: homework and learning**

PGCE Programme Coordinator and PGCE Secondary ICT Course Leader, Liverpool Hope University.

Findings on a project looking at the relation of homework to learning.

### **Lynne Dagg, David Laidlaw and John Grey: E-safety**

#### **Abstract**

In 2010, the Department of Education at the University of Sunderland obtained funds for research into the training of potential teachers on the topic of E-Safety. As a result three staff members were trained as CEOPs Ambassadors.

In the 2009-10 academic year 100 trainees participated in the project (both Undergraduates and Postgraduates). The focus of this presentation is on how this training was utilised in schools and the lessons learned for training in the 2010-11 academic year.

During 2010-11, training was provided to almost all staff working on Undergraduate and Postgraduate Teacher Education Programmes at the University. The training was then provided to new Undergraduates and Postgraduates undertaking Primary and Secondary Programmes. Some conclusions from this will also be incorporated in the presentation.

## **John Howson, Mark Dorling: Royal Society Study on Computing, CAS, TDA Computing grants**

An update on the Royal Society Computing project, CAS – Computing, a curriculum for schools, TDA grants for computing

The overall message is: there is change occurring and it involves computing.

The Royal Society is establishing an overview of the situation, the need for computing from a social, commercial, educational perspective.

CAS is a membership organisation driven by the perceived need to bring computing into the curriculum for all pupils [Mark Dorling is on the Management group. There is a proposed "Computing, a curriculum for schools" addressing key stage 3 and key stage 4 with intention to cover the primary school key stages [Mark has been involved in the development]. CAS is coordinating the support for teachers to teach computing.

Research in the area:

the TDA has funded 10 initiatives - many represented in the audience. John Howson has been commissioned to gather information on teacher supply for the Royal Society.

## **Tim Denning, Chris Higgins & Tony Fisher: 20 years of the ITTE Journal**

A short 'discussion' or seminar session dealing with the recent work Tony, Chris Higgins and I have done reviewing the last 20 years of the ITTE journal - now TPE.... our conclusions and the processes we used to explore the data (abstracts!) using text mining (Latent Semantic Analysis if you want the posh version) and Wordles!

## **Graham Jarvis: Four decades.....**

An edited version of my lecture at Leeds Trinity on '4 decades of Learning and teaching'?

## **Peter Twining: Vital and ITE - survival through collaboration?**

We are facing 'interesting times' in teacher education: funding changes, decentralisation (?), Teaching Schools, curriculum changes, and uncertainty re the role of ICT. How should we move forward?

In this session we will provide an update on Vital - the DfE funded programme to support staff in state funded 5-19 education in England to enhance 'ICT Teaching' (which includes both IT/Computing as specialist subjects and ICT across the curriculum).

This update will be followed by an opportunity to discuss how Vital might be able to assist you/your students in these challenging times.

Come armed with questions and ideas.

Prior to the session why not check out <http://www.vital.ac.uk>

### **Personal description**

Dr Peter Twining is the Director of Vital, an £8.1million Department for Education funded programme that is supporting teachers in enhancing their teaching of IT/Computing as specialist subjects and the use of ICT across the curriculum. Prior to leading the Vital Programme Peter was the Head of Department of Education at the Open University and then the Co-Director of the Centre for Research in Education and Educational Technology. His career has been focused on issues to do with the management of educational change, linked with enhancing education, and informed by understandings of the potential of ICT. His passion is schome (not school - not home - schome - the education system for the information age).

Useful links:

The Vital Programme: <http://www.vital.ac.uk/>

The Schome Initiative: <http://www.schome.ac.uk/>

Peter's somewhat out of date online CV:

<http://www.schome.ac.uk/wiki/User:PeterT/CV>

Twitter name: @PeterT

Hashtag: #vitalcpd

## **Sarah Younie: BBC News School Report Project evaluation**

*Sarah Younie & Karen Cameron (De Montfort University) Pete Bradshaw (Open University)*

For the third year ITTE were contracted, by TDA, to examine the experiences of trainees taking part in the BBC News School Report project. As before the focus was on ITE and benefits to trainees rather than a wider evaluation of the project's impact in schools.

For 2010/11, ITTE were asked to focus on a small sample of case studies to explore the added value of the project to trainees ITE experience. The study identified the way the project enhanced trainees' professional knowledge and understanding and trainees' professional attributes and identity.

### **SARAH YOUNIE profile**

Sarah Younie is a Principal Lecturer in Education at De Montfort University, Leicester. Sarah has been involved in international research projects in ICT and education, including European funded 'European Schoolnet' and 'Web@classroom'. The latter won the ESchola Innovation Award for 'ICT Best Practice in European Education' by the European Schoolnet. Sarah has delivered research papers at international conferences, published articles and is interested in the 'politics of technology' and technology as a tool for change.

## **Ken Powell: Response to ITE funding review**

Chair of ITTE, Ken will share the ITTE response to the ITE funding review.

## **Kevin Mattinson: Futures for ITE**

Pro Vice-Chancellor and Head of Education at Keele University, Kevin is active nationally in relation to teacher education, he is widely used by other HEIs as an adviser on the Ofsted inspection process. At Keele he has been instrumental in the development of widening participation links into schools. Kevin is on the Executive of UCET and an advisor to TDA and SSAT.

This presentation will look at the 'current' and predicted picture for ITE and ICT.