

CCME0036: Education and Technology: Key Issues and Debates

View Online



Module Leader: Caroline Pelletier
Programme Administrator: Ronan Haughton

'2018 NMC Horizon Report | EDUCAUSE'
<<https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report>>

'A Framework for Conceptualising the Impact of Technology on Teaching and Learning'
<<https://www.j-ets.net/ETS/issuesd5e8.html?id=34>>

Al Lily, Abdulrahman E.A., 'The Social Shaping of Educational Technologies in Saudi Arabia: An Examination of How the Social Fabric Shapes the Construction and Use of Technologies', *Technology in Society*, 35.3 (2013), 203–22
<<https://doi.org/10.1016/j.techsoc.2013.04.001>>

Bacca, JorgeBaldiris, SilviaFabregat, RamonGraf, SabineKinshuk, 'Augmented Reality Trends in Education: A Systematic Review of Research and Applications', *Journal of Educational Technology & Society*, 17 (2014), 133–49
<https://search.proquest.com/docview/1660156978?rfr_id=info%3Axri%2Fsid%3Aprimo>

Ball, Stephen, *Foucault, Power, and Education* (New York: Routledge, 2013)
<<https://doi.org/10.4324/9780203078662>>

Ball, Stephen J., *The Education Debate*, Third edition (Bristol, UK: Policy Press, 2017)
<<http://jstor.org/stable/j.ctt1t893tk>>

Barnett, Ronald and Society for Research into Higher Education, *The Limits of Competence: Knowledge, Higher Education and Society* (Buckingham: Society for Research into Higher Education & Open University Press, 1994)

Bayne, Sian, 'Teacherbot: Interventions in Automated Teaching', *Teaching in Higher Education*, 20.4 (2015), 455–67 <<https://doi.org/10.1080/13562517.2015.1020783>>

———, 'What's the Matter with "Technology-Enhanced Learning"?', *Learning, Media and Technology*, 40.1 (2015), 5–20 <<https://doi.org/10.1080/17439884.2014.915851>>

Bayne, Siân, and Ray Land, 'Learning from Cyberspace', in *Education in Cyberspace* (London: RoutledgeFalmer, 2005), pp. 117–29
<<https://contentstore.cla.co.uk/secure/link?id=bdc74f92-97ed-e811-80cd-005056af4099>>

Bayne, SiânJandrić, Petar, 'From Anthropocentric Humanism to Critical Posthumanism in Digital Education', *Knowledge Cultures*, 5 (2017), 197–216

- <https://search.proquest.com/docview/1936098906?rfr_id=info%3Axri%2Fsid%3Aprimo>
- Bijker, Wiebe E., Thomas Parke Hughes, T. J. Pinch, and Deborah G. Douglas, *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology, Anniversary* (Cambridge, Mass: MIT Press, 2012)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3239170340004761&institutionId=4761&customerId=4760>
- Bolter, J. David, *Writing Space: The Computer, Hypertext, and the History of Writing* (Hillsdale, N.J.: L. Erlbaum Associates, 1991)
<<https://www.taylorfrancis.com/books/9781410600110>>
- Bonk, Curtis J., *The World Is Open* (San Francisco, CA, USA: Jossey-Bass, 2011)
<<https://doi.org/10.1002/9781118269381>>
- Buckingham, David, 'Chapter 8: Digital Media Literacies', in *Beyond Technology: Children's Learning in the Age of Digital Culture*, 1st edn (Hoboken: Wiley, 2013)
<<http://ucl.ebib.com/patron/FullRecord.aspx?p=1174290>>
- , *Children Talking Television: The Making of Television Literacy* (London: Falmer, 1993)
- Burbules, Nicholas C., 'How We Use and Are Used by Social Media in Education', *Educational Theory*, 66.4 (2016), 551-65 <<https://doi.org/10.1111/edth.12188>>
- Carr, Diane, 'Constructing Disability in Online Worlds; Conceptualising Disability in Online Research', in *Reinventing Ourselves: Contemporary Concepts of Identity in Virtual Worlds*, ed. by Anna Peachey and Mark Childs (London: Springer London, 2011), pp. 177-90
<<https://ebookcentral.proquest.com/lib/ucl/reader.action?docID=769977&ppg=186>>
- Cassen, Robert, Sandra McNally, and Anna Vignoles, 'Chapter 10: ICT in the Classroom', in *Making a Difference in Education: What the Evidence Says* (Abingdon: Routledge, 2015)
- Collins, A and Halverson, R, *Re-Thinking Education in the Age of Technology: The Digital Revolution and Schooling in America* (Teachers College Press, 2009)
- 'Connected Learning: An Agenda for Research and Design'
<https://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf>
- Crook, Charles, 'The "Digital Native" in Context: Tensions Associated with Importing Web 2.0 Practices into the School Setting', *Oxford Review of Education*, 38.1 (2012), 63-80
<<https://doi.org/10.1080/03054985.2011.577946>>
- Cuban, Larry, 'Chapter 3: Explaining Teacher Use of Machines in Classrooms', in *Teachers and Machines: The Classroom Use of Technology since 1920* (New York: Teachers College, Columbia University, 1986)
<<https://contentstore.cla.co.uk/secure/link?id=252af97d-9bed-e811-80cd-005056af4099>>

Cuban, Larry, and Petar Jandrić, 'The Dubious Promise of Educational Technologies: Historical Patterns and Future Challenges', *E-Learning and Digital Media*, 12.3–4 (2015), 425–39 <<https://doi.org/10.1177/2042753015579978>>

Dean, Jodi, *Blog Theory: Feedback and Capture in the Circuits of Drive* (Cambridge, UK: Polity Press, 2010)

'Digital Native' and "Digital Immigrant" Discourses: A Critique', in *Digital Differences: Perspectives on Online Education*, pp. 159–70
<<https://link.springer.com/book/10.1007%2F978-94-6091-580-2>>

'E-Learning Policy and the "transformation" of Schooling: A UK Case Study'
<http://www.eurodl.org/materials/contrib/2007/Adrian_Mee.htm>

Facer, K., and R. Sandford, 'The next 25 Years?: Future Scenarios and Future Directions for Education and Technology', *Journal of Computer Assisted Learning*, 26.1 (2010), 74–93
<<https://doi.org/10.1111/j.1365-2729.2009.00337.x>>

Ferster, Bill, *Sage on the Screen: Education, Media, and How We Learn* (Baltimore, Maryland: Johns Hopkins University Press, 2016)

Friesen, N., and S. Lowe, 'The Questionable Promise of Social Media for Education: Connective Learning and the Commercial Imperative', *Journal of Computer Assisted Learning*, 28.3 (2012), 183–94 <<https://doi.org/10.1111/j.1365-2729.2011.00426.x>>

Gee, James Paul, 'INTRODUCTION: 36 WAYS TO LEARN A VIDEO GAME', in *What Video Games Have to Teach Us about Learning and Literacy*, Rev. and updated ed (Basingstoke: Palgrave Macmillan, 2007)
<<https://contentstore.cla.co.uk/secure/link?id=6f58c19e-3013-e911-80cd-005056af4099>>

Goldie, John Gerard Scott, 'Connectivism: A Knowledge Learning Theory for the Digital Age?', *Medical Teacher*, 38.10 (2016), 1064–69
<<https://doi.org/10.3109/0142159X.2016.1173661>>

Goodman, Paul S., 'Cognitive Tutors: From the Research Classroom to All Classrooms', in *Technology Enhanced Learning: Opportunities for Change* (Mahwah, N.J.: Lawrence Erlbaum Associates, 2002), pp. 235–63

Gourlay, Lesley, Donna M. Lanclos, and Martin Oliver, 'Sociomaterial Texts, Spaces and Devices: Questioning "Digital Dualism" in Library and Study Practices', *Higher Education Quarterly*, 69.3 (2015), 263–78 <<https://doi.org/10.1111/hequ.12075>>

Harasim, Linda M., *Learning Theory and Online Technologies*, Second edition (New York, NY: Routledge, 2017)

———, *Learning Theory and Online Technologies*, Second edition (New York, NY: Routledge, 2017)

Haythornthwaite, Caroline A., Richard Andrews, Jude Fransman, and Eric M. Meyers, eds., 'The Ethics of Learning and Technology Research', in *The SAGE Handbook of E-Learning*

Research, Second edition (London: SAGE Publications, 2016), pp. 211–31

———, eds., 'The Future of E-Learning', in *The SAGE Handbook of E-Learning Research*, Second edition (London: SAGE Publications, 2016), pp. 537–56

———, eds., *The SAGE Handbook of E-Learning Research*, Second edition (London: SAGE Publications, 2016)

Henderson, Michael, and Geoff Romeo, 'Considering the History of Digital Technologies in Education', in *Teaching and Digital Technologies: Big Issues and Critical Questions* (Port Melbourne, VIC: Cambridge University Press, 2015)

<<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2830&context=sspapers>>

———, *Teaching and Digital Technologies: Big Issues and Critical Questions* (Port Melbourne, VIC: Cambridge University Press, 2015)

Jenkins, Henry, Mizuko Itō, and danah boyd, 'Chapter 4: Learning and Literacy', in *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics* (Cambridge, UK: Polity Press, 2016)

Karabulut-Ilgu, Aliye, Nadia Jaramillo Cherez, and Charles T. Jahren, 'A Systematic Review of Research on the Flipped Learning Method in Engineering Education', *British Journal of Educational Technology*, 49.3 (2018), 398–411 <<https://doi.org/10.1111/bjet.12548>>

Kivinen, Osmo, Tero Piiroinen, and Loretta Saikkonen, 'Two Viewpoints on the Challenges of ICT in Education: Knowledge-Building Theory vs. a Pragmatist Conception of Learning in Social Action', *Oxford Review of Education*, 42.4 (2016), 377–90

<<https://doi.org/10.1080/03054985.2016.1194263>>

Knoblauch, Hubert, 'Chapter 1: Introduction', in *PowerPoint, Communication, and the Knowledge Society*, First paperback edition (New York: Cambridge University Press, 2014) <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3238594300004761&institutionId=4761&customerId=4760>

Langmia, Kehbama, *Globalization and Cyberculture: An Afrocentric Perspective* (Cham, Switzerland: Springer Nature, 2016)

Laurillard, Diana, 'Chapter 1: Teaching as a Design Science', in *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology* (New York, NY: Routledge, 2012)

<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3237520310004761&institutionId=4761&customerId=4760>

———, 'The Educational Problem That MOOCs Could Solve: Professional Development for Teachers of Disadvantaged Students', *Research in Learning Technology*, 24.1 (2016) <<https://doi.org/10.3402/rlt.v24.29369>>

Lave, J and Wenger, E, 'Practice, Person, Social World', in *An Introduction to Vygotsky* (London: Routledge, 1996), pp. 143–50

Lawless, Kimberly A., 'Educational Technology: False Prophet or Sacrificial Lamb. A Review of Policy, Research and Practice', *Policy Insights from the Behavioral and Brain Sciences*, 3.2 (2016), 169-76 <<https://doi.org/10.1177/2372732216630328>>

Livingstone, Sonia, 'Critical Reflections on the Benefits of ICT in Education', *Oxford Review of Education*, 38.1 (2012), 9-24 <<https://doi.org/10.1080/03054985.2011.577938>>

Livingstone, Sonia M., and Julian Sefton-Green, *The Class: Living and Learning in the Digital Age* (New York: New York University Press, 2016)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3239246440004761&institutionId=4761&customerId=4760>

McLuhan, Marshall, Jerome Agel, and Quentin Fiore, *The Medium Is the Massage: An Inventory of Effects* (Corte Madera, Calif: Gingko Press, 2001)

Murphy, Mark, ed., *Social Theory and Education Research: Understanding Foucault, Habermas, Bourdieu and Derrida* (London: Routledge, 2013)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3239167480004761&institutionId=4761&customerId=4760>

New London Group, 'A Pedagogy of Multiliteracies: Designing Social Futures', *Harvard Educational Review*, 66.1, 60-92
<https://search.proquest.com/docview/85606386?rfr_id=info%3Axri%2Fsid%3Aprimo>

Oliver, M., 'What Is Technology?', in *The Wiley Handbook of Learning Technology*, ed. by Nick Rushby and Daniel W. Surry (Hoboken, NJ: John Wiley & Sons, Inc, 2016), pp. 35-57
<<https://doi.org/10.1002/9781118736494>>

Oliver, Martin, 'The Problem with Affordance', *E-Learning and Digital Media*, 2.4 (2005), 402-13 <<https://doi.org/10.2304/elea.2005.2.4.402>>

Oliver, Martin, and Keith Trigwell, 'Can "Blended Learning" Be Redeemed?', *E-Learning and Digital Media*, 2.1 (2005), 17-26 <<https://doi.org/10.2304/elea.2005.2.1.17>>

Ong, Walter J., and John Hartley, *Orality and Literacy: The Technologizing of the Word*, 30th anniversary ed.; 3rd ed (Abingdon: Routledge, 2012)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242501530004761&institutionId=4761&customerId=4760>

Papacharissi, Zizi, *Affective Publics: Sentiment, Technology, and Politics* (New York: Oxford University Press, 2014) <<http://dx.doi.org/10.1093/acprof:oso/9780199999736.001.0001>>

Papert, Seymour, 'Chapter 7: Logo's Roots: Piaget and AI', in *Mindstorms: Children, Computers, and Powerful Ideas*, 2nd ed (New York: Basic Books, 1993)
<<https://contentstore.cla.co.uk/secure/link?id=b36d4f4f-3113-e911-80cd-005056af4099>>

Prensky, Marc, 'Digital Natives, Digital Immigrants', *On the Horizon*, 9.5 (2001)
<<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>>

Rae, Irene, and Carman Neustaedter, 'Robotic Telepresence at Scale', in *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17* (ACM Press, 2017), pp. 313–24 <<https://doi.org/10.1145/3025453.3025855>>

Redman, Peter, and Wendy Maples, 'Chapter 6: Thinking Critically and Formulating an Argument.', in *Good Essay Writing: A Social Sciences Guide*, Fifth edition (Los Angeles: SAGE, 2017)
<<https://contentstore.cla.co.uk/secure/link?id=c3706dfd-b518-e911-80cd-005056af4099>>

Rettberg, Jill Walker, *Blogging* (Cambridge: Polity, 2008)

Rushby, Nicholas John, and Daniel W. Surry, *The Wiley Handbook of Learning Technology* (Chichester, West Sussex: Wiley Blackwell, 2016), i
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242450590004761&institutionId=4761&customerId=4760>

Sawday, Jonathan, and Neil Rhodes, *The Renaissance Computer: Knowledge Technology in the First Age of Print* (London: Routledge, 2000)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3241761060004761&institutionId=4761&customerId=4760>

Selwyn, Neil, 'Chapter 2: Does Technology Inevitably Change Education?', in *Education and Technology: Key Issues and Debates*, Second edition (London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017)

———, 'Chapter 3: A Short History of Educational Technology', in *Education and Technology: Key Issues and Debates*, Second edition (London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017)

———, 'Chapter 4: Technology and Learning', in *Education and Technology: Key Issues and Debates*, Second edition (London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017)

———, 'Chapter 7: Technology and Education Institutions', in *Education and Technology: Key Issues and Debates*, Second edition (London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017)

Selwyn, Neil, Selena Nemorin, Scott Bulfin, and Nicola F. Johnson, *Everyday Schooling in the Digital Age: High School, High Tech?* (Abingdon, Oxon: Routledge, 2018)

Skinner, B. F., 'Chapter 3: Teaching Machines', in *The Technology of Teaching* (New York: Appleton-Century-Crofts, 1968)

Standage, Tom, *The Victorian Internet: The Remarkable Story of the Telegraph and the*

Nineteenth Century's Online Pioneers (London: Phoenix, 1999)

'The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation' <<https://www.dur.ac.uk/education/staff/profile/?id=10741>>

'The Interactive Whiteboards, Pedagogy, and Pupil Performance: An Evaluation of the Schools Whiteboard Expansion Project (London Challenge)' <<http://discovery.ucl.ac.uk/10000905/>>

Thomas, Douglas, and John Seely Brown, A New Culture of Learning: Cultivating the Imagination for a World of Constant Change ([United States]: [CreateSpace], 2011)

Wajcman, J., 'Feminist Theories of Technology', Cambridge Journal of Economics, 34.1 (2010), 143-52 <<https://doi.org/10.1093/cje/ben057>>

'What Is Connected Learning and How to Research It' <http://access.portico.org/Portico/#!journalAUSimpleView/tab=PDF?cs=ISSN_19436068?ct=E-Journal%20Content?auld=ark:/27927/phx5dbcfmj2>