

CCME0036: Education and Technology: Key Issues and Debates

[View Online](#)

Module Leader: Caroline Pelletier
Programme Administrator: Ronan Haughton

1.

Buckingham, D. Chapter 8: Digital Media Literacies. in *Beyond Technology: Children's Learning in the Age of Digital Culture* (Wiley, 2013).

2.

Laurillard, D. Chapter 1: Teaching as a Design Science. in *Teaching as a design science: building pedagogical patterns for learning and technology* (Routledge, 2012).

3.

Prensky, M. Digital Natives, Digital Immigrants. *On the Horizon* **9**, (2001).

4.

Bayne, S. What's the matter with 'technology-enhanced learning'? *Learning, Media and Technology* **40**, 5–20 (2015).

5.

Oliver, M. What is Technology? in *The Wiley Handbook of Learning Technology* (eds. Rushby, N. & Surry, D. W.) 35–57 (John Wiley & Sons, Inc, 2016).
doi:10.1002/9781118736494.

6.

Digital native' and 'digital immigrant' discourses: a critique. in *Digital differences:*

perspectives on online education 159–170.

7.

New London Group. A Pedagogy of Multiliteracies: Designing Social Futures. Harvard Educational Review **66**, 60–92.

8.

Jenkins, H., Itō, M. & boyd, danah. Chapter 4: Learning and Literacy. in Participatory culture in a networked era: a conversation on youth, learning, commerce, and politics (Polity Press, 2016).

9.

Bonk, C. J. The World is Open. (Jossey-Bass, 2011). doi:10.1002/9781118269381.

10.

Connected Learning: An Agenda for Research and Design.

11.

Bayne, S. Teacherbot: interventions in automated teaching. Teaching in Higher Education **20**, 455–467 (2015).

12.

Gourlay, L., Lanclos, D. M. & Oliver, M. Sociomaterial Texts, Spaces and Devices: Questioning 'Digital Dualism' in Library and Study Practices. Higher Education Quarterly **69**, 263–278 (2015).

13.

Oliver, M. & Trigwell, K. Can 'Blended Learning' Be Redeemed? E-Learning and Digital Media **2**, 17–26 (2005).

14.

A Framework for Conceptualising the Impact of Technology on Teaching and Learning.

15.

Goodman, P. S. Cognitive tutors: From the research classroom to all classrooms. in Technology enhanced learning: opportunities for change 235–263 (Lawrence Erlbaum Associates, 2002).

16.

Selwyn, N. Chapter 7: Technology and Education Institutions. in Education and technology: key issues and debates (Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017).

17.

Livingstone, S. Critical reflections on the benefits of ICT in education. Oxford Review of Education **38**, 9–24 (2012).

18.

Friesen, N. & Lowe, S. The questionable promise of social media for education: connective learning and the commercial imperative. Journal of Computer Assisted Learning **28**, 183–194 (2012).

19.

Bayne, S. & Land, R. Learning from Cyberspace. in Education in cyberspace 117–129 (RoutledgeFalmer, 2005).

20.

The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation.

21.

Bacca, JorgeBaldiris, SilviaFabregat, RamonGraf, SabineKinshuk. Augmented Reality Trends in Education: A Systematic Review of Research and Applications. *Journal of Educational Technology & Society* **17**, 133–149 (2014).

22.

Karabulut-Ilgu, A., Jaramillo Cherrez, N. & Jahren, C. T. A systematic review of research on the flipped learning method in engineering education. *British Journal of Educational Technology* **49**, 398–411 (2018).

23.

The Interactive Whiteboards, Pedagogy, and Pupil Performance: An Evaluation of the Schools Whiteboard Expansion Project (London Challenge).

24.

Oliver, M. The Problem with Affordance. *E-Learning and Digital Media* **2**, 402–413 (2005).

25.

Lawless, K. A. Educational Technology: False prophet or sacrificial lamb. A review of policy, research and practice. *Policy Insights from the Behavioral and Brain Sciences* **3**, 169–176 (2016).

26.

Cassen, R., McNally, S. & Vignoles, A. Chapter 10: ICT in the classroom. in *Making a difference in education: what the evidence says* (Routledge, 2015).

27.

Burbules, N. C. How We Use and Are Used by Social Media in Education. *Educational Theory* **66**, 551–565 (2016).

28.

Thomas, D. & Brown, J. S. A new culture of learning: cultivating the imagination for a world of constant change. ([CreateSpace], 2011).

29.

Crook, C. The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting. *Oxford Review of Education* **38**, 63–80 (2012).

30.

Knoblauch, H. Chapter 1: Introduction. in *PowerPoint, communication, and the knowledge society* (Cambridge University Press, 2014).

31.

Selwyn, N. Chapter 2: Does technology inevitably change education? in *Education and technology: key issues and debates* (Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017).

32.

Wajcman, J. Feminist theories of technology. *Cambridge Journal of Economics* **34**, 143–152 (2010).

33.

Carr, D. Constructing Disability in Online Worlds; Conceptualising Disability in Online Research. in *Reinventing Ourselves: Contemporary Concepts of Identity in Virtual Worlds* (eds. Peachey, A. & Childs, M.) 177–190 (Springer London, 2011).

34.

Bayne, SiânJandrić, Petar. From anthropocentric humanism to critical posthumanism in digital education. *Knowledge Cultures* **5**, 197–216 (2017).

35.

Ball, S. J. The education debate. (Policy Press, 2017).

36.

Bijker, W. E., Hughes, T. P., Pinch, T. J. & Douglas, D. G. The social construction of technological systems: new directions in the sociology and history of technology. (MIT Press, 2012).

37.

The Ethics of Learning and Technology Research. in The SAGE handbook of e-learning research (eds. Haythornthwaite, C. A., Andrews, R., Fransman, J. & Meyers, E. M.) 211-231 (SAGE Publications, 2016).

38.

Papacharissi, Z. Affective publics: sentiment, technology, and politics. (Oxford University Press, 2014).

39.

Dean, J. Blog theory: feedback and capture in the circuits of drive. (Polity Press, 2010).

40.

Laurillard, D. The educational problem that MOOCs could solve: professional development for teachers of disadvantaged students. Research in Learning Technology **24**, (2016).

41.

Livingstone, S. M. & Sefton-Green, J. The Class: Living and Learning in the Digital Age. (New York University Press, 2016).

42.

Al Lily, A. 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**, 203–222 (2013).

43.

Social theory and education research: understanding Foucault, Habermas, Bourdieu and Derrida. (Routledge, 2013).

44.

Selwyn, N. Chapter 3: A Short History of Educational Technology. in *Education and technology: key issues and debates* (Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017).

45.

Cuban, L. Chapter 3: Explaining teacher use of machines in classrooms. in *Teachers and machines: the classroom use of technology since 1920* (Teachers College, Columbia University, 1986).

46.

Rae, I. & Neustaedter, C. Robotic Telepresence at Scale. in *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17* 313–324 (ACM Press, 2017). doi:10.1145/3025453.3025855.

47.

Redman, P. & Maples, W. Chapter 6: Thinking critically and formulating an argument. in *Good essay writing: a social sciences guide* (SAGE, 2017).

48.

Henderson, M. & Romeo, G. Considering the history of digital technologies in education. in *Teaching and digital technologies: big issues and critical questions* (Cambridge University Press, 2015).

49.

2018 NMC Horizon Report | EDUCAUSE.

50.

E-learning policy and the 'transformation' of schooling: a UK case study.

51.

Sawday, J. & Rhodes, N. The Renaissance computer: knowledge technology in the first age of print. (Routledge, 2000).

52.

Rettberg, J. W. Blogging. (Polity, 2008).

53.

Standage, T. The Victorian internet: the remarkable story of the telegraph and the nineteenth century's online pioneers. (Phoenix, 1999).

54.

Bolter, J. D. Writing space: the computer, hypertext, and the history of writing. (L. Erlbaum Associates, 1991).

55.

Cuban, L. & Jandrić, P. The dubious promise of educational technologies: Historical patterns and future challenges. *E-Learning and Digital Media* **12**, 425–439 (2015).

56.

The future of e-learning. in The SAGE handbook of e-learning research (eds.

Haythornthwaite, C. A., Andrews, R., Fransman, J. & Meyers, E. M.) 537–556 (SAGE Publications, 2016).

57.

Facer, K. & Sandford, R. The next 25 years?: future scenarios and future directions for education and technology. *Journal of Computer Assisted Learning* **26**, 74–93 (2010).

58.

Selwyn, N. Chapter 4: Technology and Learning. in *Education and technology: key issues and debates* (Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017).

59.

What is connected learning and how to research it.

60.

Gee, J. P. INTRODUCTION: 36 WAYS TO LEARN A VIDEO GAME. in *What video games have to teach us about learning and literacy* (Palgrave Macmillan, 2007).

61.

Papert, S. Chapter 7: Logo's roots: Piaget and AI. in *Mindstorms: children, computers, and powerful ideas* (Basic Books, 1993).

62.

Rushby, N. J. & Surry, D. W. *The Wiley handbook of learning technology*. vol. 1 (Wiley Blackwell, 2016).

63.

Henderson, M. & Romeo, G. *Teaching and digital technologies: big issues and critical questions*. (Cambridge University Press, 2015).

64.

The SAGE handbook of e-learning research. (SAGE Publications, 2016).

65.

Harasim, L. M. Learning theory and online technologies. (Routledge, 2017).

66.

Collins, A and Halverson, R. Re-thinking education in the age of technology: The Digital Revolution and Schooling in America. (Teachers College Press, 2009).

67.

Ferster, B. Sage on the screen: education, media, and how we learn. (Johns Hopkins University Press, 2016).

68.

Kivinen, O., Piironen, T. & Saikkonen, L. 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**, 377–390 (2016).

69.

Lave, J and Wenger, E. Practice, person, social world. in *An introduction to Vygotsky* 143–150 (London: Routledge, 1996).

70.

Goldie, J. G. S. Connectivism: A knowledge learning theory for the digital age? *Medical Teacher* **38**, 1064–1069 (2016).

71.

Skinner, B. F. Chapter 3: Teaching machines. in The technology of teaching (Appleton-Century-Crofts, 1968).

72.

McLuhan, M., Agel, J. & Fiore, Q. The medium is the message: an inventory of effects. (Gingko Press, 2001).

73.

Harasim, L. M. Learning theory and online technologies. (Routledge, 2017).

74.

Langmia, K. Globalization and cyberculture: an Afrocentric perspective. (Springer Nature, 2016).

75.

Buckingham, D. Children talking television: the making of television literacy. (Falmer, 1993).

76.

Selwyn, N., Nemorin, S., Bulfin, S. & Johnson, N. F. Everyday schooling in the digital age: high school, high tech? (Routledge, 2018).

77.

Barnett, R. & Society for Research into Higher Education. The limits of competence: knowledge, higher education and society. (Society for Research into Higher Education & Open University Press, 1994).

78.

Ong, W. J. & Hartley, J. Orality and literacy: the technologizing of the word. (Routledge, 2012).

79.

Ball, S. Foucault, power, and education. (Routledge, 2013). doi:10.4324/9780203078662.