



# New Technologies of e-Learning 2.0 (NETeL 2.0)

7.5 ECTS

## **STUDY GUIDE** **2008-09**

Department of Interactive Media and Learning  
(IML)

22<sup>nd</sup> October 2008

eJUMP 2.0, 2007 – 3630 / 001 - 001  
**GENERAL INFORMATION**

<b>Course title</b>	<b>New Technologies of e-Learning 2.0 (NETeL 2.0)</b>
<b>Credits</b>	7.5 ECTS
<b>Code</b>	Dnr: #####
<b>Responsible department</b>	Department of Interactive Media and Learning (IML)
<b>Subject</b>	Educational Science
<b>Level</b>	Advanced level
<b>Field of study</b>	ICT, Media and Learning
<b>Grades</b>	Pass with distinction/Pass/Fail
<b>Connection to study programme</b>	Optional course for Masters Programme in Educational Practice
<b>Prerequisites</b>	Participants need to have studied for 180 ECTS at the Basic Level of Higher Education in Education, Computer Science or closely related field OR in any subject area with relevant experience of at least 2 years duration in teaching, training, digital media production or consultancy <b>Note:</b> Course participants will need a computer with Internet access. Computer access, video conference facilities etc. are available at the local learning centre if you live in Sweden. For a complete list of learning centres see: <a href="http://www.larcentra.se/karta.htm">http://www.larcentra.se/karta.htm</a> For those who live in Umeå and the surrounding area the facilities of Umeå University are available.
<b>Study Period</b>	Autumn Term 2008/Spring Term 2009, weeks 46-10
<b>Course Location</b>	Internet
<b>Language of instruction</b>	English
<b>Selection</b>	Selection will take place if there are more applicants than available places
<b>Forms of Study</b>	25% tempo, Distance (Internet) The course is offered as net-based distance education through an online learning environment that will offer opportunities to explore a range of social software tools as an integrated part of the learning environment. It will make use of e-meeting software, social software and digital portfolio applications and approaches.
<b>Course Leader/ Course Team</b>	Professor Brian Hudson, Umeå University Peter Bergström, Umeå University Leif Marklund, Umeå University Eva Mårell-Olsson, Umeå University Andreas Olsson, Umeå University Peter Vinnervik, Umeå University Alison Hudson, Umeå University Anne Villems, University of Tartu Triin Marandi, University of Tartu Priit Tammets, Tallinn University Kairit Tammets, Tallinn University <b>In addition</b> participants will be supported by staff from the partners institutions at the local level with one to one tuition to support the process of action research planning.
<b>Approval</b>	Date of approval #####

**1. COURSE GUIDE**

<b>Course Content</b>	<p>The focus of the course will be on the design, development and evaluation of teaching, studying and learning processes that are supported by the use ICT and contemporary digital media applications. The course content will focus on the use of Web 2.0 which allows users to create content in such a way that allows others to both read and write to a web environment. Social software is seen as a feature of Web 2.0 involving tools that are used to communicate in different settings such as one-to-many (blog or podcast) and many-to-many (wiki). A major feature of social software is that it enables people to connect together, providing a space in which they can interact and share ideas, experiences and knowledge. ICT supported collaborative learning can be seen to encourage active and inquiry-based approaches to learning. The course will utilise a range of software tools combined with a diversity of hardware devices including MP3 players and mobile phones will be used to promote access to learning resources within an open and flexible learning environment. The course content will be responsive to contemporary developments in the field, the interests of participants and in particular to issues, questions and problems arising through an introduction to work based action research planning. The course content will be structured around the following six modules:</p> <ul style="list-style-type: none"> <li>• Orientation (1 ECTS)</li> <li>• My Learning (1 ECTS)</li> <li>• Collaborative Learning (1 ECTS)</li> <li>• Mobile Learning (1 ECTS)</li> <li>• Multimodal Learning (1 ECTS)</li> <li>• Action Research Planning (2.5 ECTS)</li> </ul>
<b>Approach to Learning and Teaching</b>	<p>The course of study will start with a general orientation to the online learning environment and to action research. The modules will address digital portfolio assessment for learning (My Learning), collaborative learning, mobile learning and multimodal learning in the context of Web 2.0 use. The module on Action Research Planning will run alongside from week 49 to 10. The approach of the course is based on a didactical design framework which aims to address the complexity of teaching-studying-learning processes<sup>1</sup>. In particular the aim is to focus attention on the design of teaching situations, pedagogical activities and learning environments. This approach is framed within a cyclical process of didactical design which involves analysis, design, development, interaction and evaluation. The learning outcomes are structured around this cycle and as such reflect higher order thinking skills, in terms of the classification of levels of thinking in terms of application, analysis, evaluation and creation, as outlined through Bloom's Revised Taxonomy<sup>2</sup>. This will be combined with an approach to development based on the cycle of action research involving planning, action, observation and reflection.</p>

<sup>1</sup> Teaching is seen as the activity that teachers engage in whether as course designers, facilitators, coaches mentors etc., whilst studying is seen as what students do and learning is seen as the outcome of these complex processes.

<sup>2</sup> <http://edorigami.wikispaces.com/Bloom%27s+and+ICT+tools>

Course of study																	
Week/ Module	46	47	48	49	50	51	52	01	02	03	04	05	06	07	08	09	10
Date wb.	10- Nov	17- Nov	24- Nov	01- Dec	08- Dec	15- Dec	22- Dec	29- Dec	05- Jan	12- Jan	19- Jan	26- Jan	02- Feb	09- Feb	16- Feb	23- Feb	02- Mar
Module	Orientation (1 ECTS)			My Learning (1 ECTS)				Collaborative Learning (1 ECTS)			Mobile Learning (1 ECTS)			Multimodal Learning (1 ECTS)			
	Action Research Planning (2.5 ECTS) - Writing Literature Review and Action Plan																

<b>Course Learning Outcomes</b>	<p>On successful completion of this course of study participants should be able to:</p> <p><b>In relation to New Technologies of e-Learning 2.0 (4 ECTS)</b></p> <ul style="list-style-type: none"> <li>Analyse a Web 2.0 application for its potential didactical affordances in relation to teaching situations, pedagogical activities and/or learning environments</li> <li>Design a teaching situation, pedagogical activity and/or learning environment using this Web 2.0 application</li> <li>Create appropriate resources and assemble appropriate tools to test out the educational development in practice</li> </ul> <p><b>In relation to Action Research Planning (2.5 ECTS)</b></p> <ul style="list-style-type: none"> <li>Critically analyse a range of theories about the nature of action research in order to describe an informed position as an action researcher and to be able to address all associated ethical implications</li> <li>Compare the intended educational development to similar work in the field by carrying out a literature review</li> <li>Synthesise the findings from this review in order to refine their developmental goals and associated research questions</li> <li>Design an action research project for conducting the educational development in practice, reflecting on action and evaluating its impact</li> </ul>
<b>Approach to Assessment</b>	Each participant will present a commentary in the form of a self assessment of how he or she has been able to meet each of the learning outcomes. In addition this will be supported by an outline of how s/he has participated in all the module activities together with the presentation of all completed assignments. The submission of work for final examination will be through the use of a digital presentation portfolio.
<b>Course Literature</b>	This is listed within each module description.

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**MODULE DESCRIPTIONS**

<b>Module Title</b>	<b>Orientation and Action Research Planning</b>
<b>Module Code</b>	####
<b>Credits</b>	1 ECTS
<b>Study hours</b>	25-30 hours Weeks 46-48
<b>Module Leader/ Module Team</b>	Brian Hudson, Umeå University Pedro Fernandez Michels, University of Catalonia Satu Nurmela, University of Turku Supported by all members of the e-Jump 2.0 staff team.
<b>Module Learning Outcomes</b>	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>• Reflect on the nature of action research in order to begin to address methodological and ethical issues as part of the process of action research planning</li> <li>• Begin a process of devising developmental goals and associated research questions</li> <li>• Begin a process of planning a literature review of similar work in the field in relation to the intended educational development in the use of Web 2.0</li> </ul>
<b>Approach to Learning and Teaching</b>	The activities in this module will focus on a brief introduction to the nature, methods and tools of action research through readings of relevant literature. This will be supplemented by group activities and the use of an online forum in which participants can share their understanding of the nature of action research. There will be a short introduction to each of the NETeL 2.0 modules by means of a mini online video conference. Situations will be created for participants to reflect on their prior teaching experience in order to identify and share relevant experiences as a start in the process of devising developmental goals and associated research questions.
<b>Assessment</b>	Each participant will present a commentary in the form of a reflection on self assessment of how he or she has been able to meet each of the learning outcomes. In addition this will be supported by an outline of how s/he has participated in all the module activities together with the presentation of all completed assignments. The presentation of work for examination will be through the use of a digital portfolio.
<b>Course Literature</b>	Hudson, Brian (2008a) <i>Didaktik Design for Technology Supported Learning</i> , In Meinert A. Meyer, Stephanie Hellekamps and Manfred Prenzel (Eds.) <i>Perspektiven der Didaktik: Zeitschrift für Erziehungswissenschaft</i> , Vol 9, 139-158. Kemmis, Stephen (1993) <i>Action research and social movement: a challenge for policy research</i> , Education Policy Analysis Archives, 1, 1. [WWW document] URL <a href="http://epaa.asu.edu/epaa/v1n1.html">http://epaa.asu.edu/epaa/v1n1.html</a> (Visited 19 Oct 08) <b>Web resources</b> <i>John Elliott on Action Research</i> [WWW document] URL <a href="http://www.viddler.com/explore/dominiklukes/videos/10/">http://www.viddler.com/explore/dominiklukes/videos/10/</a> (Visited 19 Oct 08) <i>Teacher's Guide to Action Research</i> , The Northeast Florida Science, Technology, and Mathematics Center for Education [WWW document] URL <a href="http://www.nefstem.org/teacher_guide/intro/index.htm">http://www.nefstem.org/teacher_guide/intro/index.htm</a> (Visited 19 Oct 08)

<b>Module Title</b>	<b>My Learning</b>
<b>Module Code</b>	####
<b>Credits</b>	1 ECTS
<b>Study hours</b>	25-30 hours Weeks 49-51
<b>Module Leader/Module Team</b>	Eva Mårell-Olsson, Umeå University Leif Marklund, Umeå University Lehti Pilt / Triin Marandi, University of Tartu Priit Tammets/ Kairit Tammets, Tallinn University
	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>Analyse a Web 2.0 application for its potential in relation to supporting assessment for ‘my learning’</li> <li>Design a teaching situation, pedagogical activity and/or learning environment using this Web 2.0 application</li> <li>Create appropriate resources and assemble appropriate tools to test out the educational development in practice</li> </ul>
<b>Approach to Learning and Teaching</b>	This module will involve a mixture of online seminars using e-meeting tools to introduce the concept of digital portfolio as assessment <i>for</i> learning and as a means of presenting outcomes of learning for examination and summative assessment. The course will involve a number of key readings, examples from practice and also activities involving the use free Web 2.0 applications with a focus on ‘myself’ and ‘my interests’ in terms of social activity as a precursor to adapting the applications for pedagogical activity. Subsequently participants will be introduced to a Web 2.0 social networking application which they will adapt for educational purposes. This application will serve as a course digital portfolio or personalised learning environment in order to support participants in the process of presenting outcomes of learning for examination and summative assessment.
<b>Assessment</b>	The presentation of work for examination will be through the use of a digital portfolio. The work will be examined through the submission of: <ul style="list-style-type: none"> <li>an online personal presentation which utilises a range of media</li> <li>a reflective account of which draws on the theoretical foundations of digital portfolio use and relates this to reflection on experience of creating a personal digital portfolio</li> <li>an outline of participation in all the module activities and a commentary in the form of a self assessment of how learning outcomes have been achieved in the course digital portfolio.</li> </ul>
<b>Course Literature</b>	Barrett, Helen (2005, 1): <i>Conflicting Paradigms and Competing Purposes in Electronic Portfolio Development</i> [WWW document] URL <a href="http://electronicportfolios.org/portfolios/LEAJournal-BarrettCarney.pdf">http://electronicportfolios.org/portfolios/LEAJournal-BarrettCarney.pdf</a> (Visited 19 Oct 08) JISC, (2007) Enhancing learner progression through personalised learning environments (ELP2), JISC <a href="http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/xinstit1/elp2.aspx">http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/xinstit1/elp2.aspx</a> Lambert, J., Mullen, N., Paull, C., Paulos, E., Soundararajan, T., Spagat, A., and Weinshenker, D. (2007) Digital Storytelling Cookbook, Digital Diner Press URL: <a href="http://www.storycenter.org/cookbook.pdf">http://www.storycenter.org/cookbook.pdf</a>

<b>Module Title</b>	<b>Collaborative Learning</b>
<b>Module Code</b>	####
<b>Credits</b>	1 ECTS Weeks 02-04
<b>Study hours</b>	25-30 hours
<b>Module Leader/ Module Team</b>	Peter Vinnervik, Umeå University Leif Marklund, Umeå University Lehti Pilt / Triin Marandi, University of Tartu Priit Tammets/ Kairit Tammets, Tallinn University
<b>Module Learning Outcomes</b>	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>Analyse a Web 2.0 application for its potential in relation to supporting collaborative learning</li> <li>Design a teaching situation, pedagogical activity and/or learning environment using this Web 2.0 application</li> <li>Create appropriate resources and assemble appropriate tools to test out the educational development in practice</li> </ul>
<b>Approach to Learning and Teaching</b>	A multitude of Internet web based applications that can help bridge distances have emerged in the era of Web 2.0. Various applications let users collaborate and interact in environments that utilise text, pictures, audio or video or any combination of these. The communication can be both synchronous and asynchronous. Wikis, Blogs, web conferencing, web whiteboards and online office suites are some examples of Web 2.0 applications that can be used to support collaborative learning processes. Many of these software applications are also often referred to as Social software. The purpose of the assignments is to provide a theoretical background to and practical experience of collaborative learning in relation to contemporary web technology. The teaching and learning activities will be structured around four assignments which focus on (i) online office suits, (ii) social tagging, (iii) the virtual meeting space and (iv) the Wiki.
<b>Assessment</b>	The presentation of work for examination will be through the use of a digital portfolio. The work will be examined through the submission of: <ul style="list-style-type: none"> <li>a report in collaboration with a peer published in Google Docs</li> <li>a presentation published on the web with via the Google Docs web publishing feature</li> <li>an outline of how you have participated in all the module activities and a commentary in the form of a self assessment of how you have been able to meet each of the learning outcomes.</li> </ul>
<b>Course Literature</b>	Opening Education: Social software and learning, Futurelab. [WWW document] URL <a href="http://www.futurelab.org.uk/resources/documents/opening_education/Social_Software_report.pdf">http://www.futurelab.org.uk/resources/documents/opening_education/Social_Software_report.pdf</a> (Visited 19 Oct 08) Alexander, Bryan (2006) Web 2.0: A New Wave of Innovation for Teaching and Learning? EDUCAUSE Review, 41, 2, –44. [WWW document] URL <a href="http://connect.educause.edu/Library/EDUCAUSE+Review/Web20ANewWaveofInnovation/40615?time=1224449139">http://connect.educause.edu/Library/EDUCAUSE+Review/Web20ANewWaveofInnovation/40615?time=1224449139</a> (Visited 19 Oct 08) Franklin, Tom and van Harmelen, Mark, (2007) Web 2.0 for Content for Learning and Teaching in Higher Education. [WWW document] URL <a href="http://www.jisc.ac.uk/media/documents/programmes/digitalrepositories/web2-content-learning-and-teaching.pdf">http://www.jisc.ac.uk/media/documents/programmes/digitalrepositories/web2-content-learning-and-teaching.pdf</a> (Visited 19 Oct 08)

<b>Module Title</b>	<b>Mobile Learning</b>
<b>Module Code</b>	####
<b>Credits</b>	1 ECTS Weeks 05-07
<b>Study hours</b>	25-30 hours
<b>Module Leader/ Module Team</b>	Peter Bergström, Umeå University Leif Marklund, Umeå University Lehti Pilt / Triin Marandi, University of Tartu Priit Tammets/ Kairit Tammets, Tallinn University
<b>Module Learning Outcomes</b>	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>• Analyse a Web 2.0 application for its potential in relation to supporting mobile learning</li> <li>• Design a teaching situation, pedagogical activity and/or learning environment using this Web 2.0 application</li> <li>• Create appropriate resources and assemble appropriate tools to test out the educational development in practice</li> </ul>
<b>Approach to Learning and Teaching</b>	This module will be structured through the design of a learning environment and a pedagogical activity that is supported by one or more Web 2.0 applications which you chosen to be suitable for your purposes. The environment and activity has to o support mobile learning. With support of these tools, you will create a few appropriate resources for your environment. You will create a presentation in your chosen media through which you use the theory, the ideas and concepts of mobile learning to evaluate the environment you have create and to explain how the web 2.0 applications that you have chosen support the pedagogical activity. The presentation will be shared with your course participants and you will give feedback and questions to others on their environment and ideas.
<b>Assessment</b>	The presentation of work for examination will be through the use of a digital portfolio. The work will be examined through the submission of: <ul style="list-style-type: none"> <li>• a list of important concepts for mobile learning, including a rating of each concept in terms of its importance for creating a mobile learning environment</li> <li>• present and share your list by using a web 2.0 application of your choice</li> <li>• present a pedagogical activity in which you have used web 2.0 applications to create a number of resources for the activity</li> <li>• an outline of how you have participated in all the module activities and a commentary in the form of a self assessment of how you have been able to meet each of the learning outcomes.</li> </ul>
<b>Course Literature</b>	* Kaleidoscope. Sharples. M. (eds) (2006). <i>Big Issues in mobile Learning: report of a workshop by the Kaleidoscope Network of Excellence Mobile Learning Initiative</i> . Sharples, M. Taylor, J. Vavoula, G. (2005). <i>Towards a Theory of Mobile Learning</i> . Proceedings of MLearn 2005. Cape Town, South Africa. * Sharples, M. Taylor, J. Vavoula, G. (2007). A Theory of Learning for the Mobile Age. In R. Andrews and C. Haythornwaite (eds) <i>The Sage Handbook of Elearning research</i> . London: Sage, pp. 221-247

	<p>Wali, E. Winters, N. and Oliver. M. (2008). <i>Maintaining, changing and crossing contexts: an activity theoretic reinterpretation of mobile learning</i>. ALT-J, research in Learning Technology. 16(1) 41-57 Youtube: Mobile Learning 2017, Mike Sharples: [WWW document] URL: <a href="http://www.youtube.com/watch?v=c_Gu15sLOGk">http://www.youtube.com/watch?v=c_Gu15sLOGk</a> (Visited 19 Oct 08) * Required reading</p> <p><b>Example of mobile learning:</b> Kurti, A., Spikol, D., Milrad, M., Svensson, M., &amp; Pettersson, O. (2007). <i>Exploring How Pervasive Technologies Can Support Situated Learning. Proceedings of Pervasive Learning: Design Challenges and Requirements</i> workshop held at PERVASIVE 2007, May 13th, 2007, Toronto, Canada. [WWW document] URL: <a href="http://www.celekt.info/publications/show/20">http://www.celekt.info/publications/show/20</a> (Visited 19 Oct 08)</p>
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<b>Module Title</b>	<b>Multimodal Learning</b>
<b>Module Code</b>	####
<b>Credits</b>	1 ECTS Weeks 8-10
<b>Study hours</b>	25-30 hours Weeks 08-10
<b>Module Leader/Module Team</b>	Andreas Olsson, Umeå University Leif Marklund, Umeå University Lehti Pilt / Triin Marandi, University of Tartu Priit Tammets/ Kairit Tammets, Tallinn University
	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>Analyse a Web 2.0 application for its potential in relation to supporting multimodal learning</li> <li>Design a teaching situation, pedagogical activity and/or learning environment using this Web 2.0 application</li> <li>Create appropriate resources and assemble appropriate tools to test out the educational development in practice</li> </ul>
<b>Approach to Learning and Teaching</b>	The module will be structured around the use of a web 2.0 application to distribute a movie on your own channel at Youtube. You will both edit and publish your movie by using an application of your choice (e.g. Jumpcut, Kaltura). The end product will be a movie on a subject of your own choice, which is applicable in your teaching (e.g. to introduce a subject, explain a chain of events etc.). The movie will be in a 'news clip' format and not in a lecture format of around 4-5 minutes duration.
<b>Assessment</b>	The presentation of work for examination will be through the use of a digital portfolio. The work will be examined through the submission of: <ul style="list-style-type: none"> <li>a Storyboard of your movie</li> <li>the publication of your movie</li> <li>a reflection about interactive multimodal learning and how (or if) you think that interaction can develop and support the learning object in this assignment</li> <li>an outline of how you have participated in all the module activities and a commentary in the form of a self assessment of how you have been able to meet each of the learning outcomes.</li> </ul>
<b>Course Literature</b>	Sankey, M.D. (2006) <i>A neomillennial learning approach: Helping non-traditional learners studying at a distance.</i> [WWW document] URL: <a href="http://ijedict.dec.uwi.edu/viewarticle.php?id=224">http://ijedict.dec.uwi.edu/viewarticle.php?id=224</a> Metiri Group. (2008) <i>Multimodal Learning through Media: What the Research Says</i> , URL: [WWW document] <a href="http://www.cisco.com/web/strategy/docs/education/Multimodal-Learning-Through-Media.pdf">http://www.cisco.com/web/strategy/docs/education/Multimodal-Learning-Through-Media.pdf</a> Moreno,R. Mayer,R.(2007) <i>Interactive Multimodal Learning Enviroments.</i> [WWW document] URL: <a href="http://www.springerlink.com/content/v5414u250220511r/">http://www.springerlink.com/content/v5414u250220511r/</a> Why storyboard? [WWW document] URL: <a href="http://www2.hawaii.edu/~ricky/etec/whatis.html">http://www2.hawaii.edu/~ricky/etec/whatis.html</a> Storyboard template [WWW document] URL: <a href="http://www.thezonewebsite.com/Storyboard_Template.jpg">http://www.thezonewebsite.com/Storyboard_Template.jpg</a> Jumpcut [WWW document] URL: <a href="http://www.jumpcut.com">http://www.jumpcut.com</a> Kaltura [WWW document] URL <a href="http://corp.kaltura.com/">http://corp.kaltura.com/</a> (All visited on 19 Oct 2008)

<b>Module Title</b>	<b>Action Research Planning</b>
<b>Module Code</b>	####
<b>Credits</b>	2.5 ECTS Weeks 49-10
<b>Study hours</b>	75-90 hours
<b>Module Leader/ Module Team</b>	Brian Hudson, Umeå University Alison Hudson, Umeå University Albert Sangra, Pedro Fernandez Michels, University of Catalonia Satu Nurmela, University of Turku Mart Laanpere, University of Tallinn Oliver Popov, Iskra Popova, Sylwia Rudnik, CEENet Sue Harrison, University of East London Alfredo Soeiro, University of Porto Anne Villemis, University of Tartu Jüri Lõssenko, Ene Tammeoru, EITF Plus other members of the e-Jump 2.0 consortium
<b>Module Learning Outcomes</b>	On successful completion of this course of study participants should be able to: <ul style="list-style-type: none"> <li>• Critically analyse a range of theories about the nature of action research in order to adopt an informed position as an action researcher and to be able to address all associated ethical implications</li> <li>• Compare the intended educational development to similar work in the field by carrying out a literature review</li> <li>• Synthesise the findings from this review in order to refine their developmental goals and associated research questions</li> <li>• Design an action research project for conducting the educational development in practice, reflecting on action and evaluating its impact</li> </ul>
<b>Approach to Learning and Teaching</b>	This module will be structured around the process of action research planning that will involve the identification of the key developmental goals and research questions, research methodology and methods, addressing of research ethics, review of relevant literature and an activity plan. There will be a number of online forums through which participants will share their ideas and provide peer feedback to others. Each participant will have the support of a local supervisor organised by the local institution to provide one to one tuition and support.
<b>Assessment</b>	The presentation of work for examination will be through the use of a digital portfolio. The work will be examined through the submission of: <ul style="list-style-type: none"> <li>• a Literature Review of relevant literature (approx. 1500 words).</li> <li>• an Action Research Project Plan</li> <li>• an outline of how s/he has participated in all the module activities and a commentary in the form of a self assessment of how he or she has been able to meet each of the learning outcomes.</li> </ul>
<b>Course Literature</b>	Carr, Wilfred and Kemmis, Stephen (1986) <i>Becoming Critical: Education, Knowledge and Action Research</i> . London: Falmer Press. Elliott, John (1991) <i>Action Research for Educational Change</i> . Milton Keynes: Open University Press. Ponte, Petra (2002) <i>Actie-onderzoek door docenten: uitvoering en begeleiding in theorie en praktijk/Action Research by teachers: performance and facilitation in theory and practice</i> . Doctoral thesis.

Apeldoorn/Leuven: Garant. ISBN 90-441-1240-6.

Schon, Donald (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Siraj-Blatchford, Iram (1994) *Praxis Makes Perfect: Critical Educational Research for Social Justice*. Education Now Books, Derbyshire, UK.

Kemmis, Stephen (1993) *Action research and social movement: a challenge for policy research*, Education Policy Analysis Archives, 1, 1. [WWW document] URL <http://epaa.asu.edu/epaa/v1n1.html> (Visited 19 Oct 08)

Walker, Melanie (2001) *Higher education, critical professionalism and educational action research*, Debates in Higher Education, University College London. [WWW document] URL [http://www.ucl.ac.uk/cishe/seminars/dhe\\_papers/MWpaper.doc](http://www.ucl.ac.uk/cishe/seminars/dhe_papers/MWpaper.doc) (Visited 19 Oct 08)

**Web resources**

Jean McNiff, *Action Research for Professional Development* [WWW document] URL <http://www.jeanmcniff.com/booklet1.html#ite> (Visited 19 Oct 08)

John Elliott on Action Research [WWW document] URL <http://www.viddler.com/explore/dominiklukes/videos/10/> (Visited 19 Oct 08)

*Problem based School Development*, Karlstads University, [WWW document] URL [http://www.pbs.kau.se/In%20English/english\\_index2.htm](http://www.pbs.kau.se/In%20English/english_index2.htm) (Visited 19 Oct 08)

*Teacher’s Guide to Action Research*, The Northeast Florida Science, Technology, and Mathematics Center for Education [WWW document] URL [http://www.nefstem.org/teacher\\_guide/intro/index.htm](http://www.nefstem.org/teacher_guide/intro/index.htm) (Visited 19 Oct 08)

**Link to Action Research Project**

This module will provide the basis for conducting an Action Research Project and the production of a written report. The project will be supported by supervision from local tutors and all reports which meet the quality of threshold of ‘pass’ will be published on the e-Jump 2.0 web site. Reports that meet the quality of threshold of “pass with distinction” will be considered for publication in a Compendium of Action Research Reports by an editorial board established through the e-Jump 2.0 Consortium.

The outline of the timescale for conducting the action research projects and for producing the first submissions of the action research reports is outlined in the table below. The authors of those papers which are selected for publication in the e-Jump 2.0 Compendium will be invited to revise their papers in the light of the peer review process within a timeframe that will be communicated in due course. Further details and guidelines will also be made available in due course.

Week	11	12	13	14	15	16	17	18	19	20	21	22
<b>Date</b>	09-Mar	16-Mar	23-Mar	30-Mar	06-Apr	13-Apr	20-Apr	27-Apr	04-May	11-May	18-May	25-May
<b>wb.</b>					Easter							
	Conducting Action Research Project (7.5 ECTS)											
	Trialling and data collection						Analysing data + writing report					