# **Dr Christina Preston**

www.mirandanet.ac.uk christina@mirandanet.ac.uk www.worldecitizens.net skype: christinapreston; Mobile 07801 336 048



# **Summary**

Dr Christina Preston advocates education innovation with a focus on digital technologies as a catalyst for enriching teaching and learning. Recent successes in research are: the development of innovative multimodal research methodologies; innovative designs for Masters' modules and their multimodal accreditation; the development of Massive Online Open-source Courses; the value of devices in underpinning independent learning; and the development of new modes of knowledge sharing within the profession in communities of practice called MirandaMods that are a modification of the unconference movement.

Some of the evidence she has drawn on for her research has been offered by members of the MirandaNet Fellowship, an international professional organisation for teachers, teacher educators, researchers and developers that she founded in 1992. There are currently more than 1,200 members in 80 countries. The Fellowship has a reach of more than 250,000 other educators in key professional bodies like NAACE, ALT and ITTE as well as the readership of several professional journals. The indexing of the website is efficient and features prominently in Google searches. This global portal is well patronised and, on average, 1,300 pages are viewed each day.

Partners in research projects have included Becta, Training Development Agency (TDA), the UK Department for Education(DfE), UNESCO and the European Union(EU), as well as international universities and governments. MirandaNet associate companies who support ICT research, development, dissemination and CPD projects in schools include: BrainPop, Gaia, GroupCall, Light Speed, Steljes, Show my Homework and Tablet Academy. MirandaNet Fellows have developed a range of action research projects associated with innovation in teaching and learning in Bulgaria, China, Chile, Czech Republic, Friesland, India, Norway, Mexico, Saudi Arabia, South Africa and Syria. Teachers often elect to join MirandaNet after these visits and some countries have done so like Pakistan and Slovenia.

Christina gives keynotes and lectures around the world on strategies for building professional knowledge and on Continuing Professional Development programmes designed to promote teachers' ownership of learning agenda. Recent speaking programmes have included Argentina, Australia, Japan and New Zealand. She has won three international awards for her innovative continuing professional programmes designed for teachers in Europe promoting action research and collaboration across national boundaries.

Christina's professional memberships include the British Computer Society, Society of Authors and the Association for Learning Technology (ALT). She is also a Board member of National Association of Advisers in Computers and Education (NAACE), the Information Technology Teachers in Education (ITTE) and the National Council of University Professors (NCUP). For the last ten years she has been a moderator on the judging panel of the annual BETT exhibition education awards organised by Becta and The British Education Suppliers Association (BESA).

At the beginning of her career, she enjoyed fifteen years experience of teaching in school in English, Drama and Information Technology, followed by four years as an English and Information and Communications technology adviser in Croydon LA and ILLEC. From 1992 she has been responsible for the design of modules from certificate to masters level as well as teaching and evaluating courses and projects in England and overseas. She has been a senior researcher and lecturer at the Institute of Education, University of London, from 1992, finally from 2004 at the Centre for Work-Based Learning for Education Professionals (WLE). Other research and lecturing associateships up to Masters level include Bath Spa University, Brunel University and the Czech Technical University in Prague. (?Update?) She is currently Professor of Education Innovation at Bedfordshire University where the MirandaNet Fellowship was an important submission for the REF.

In addition, Christina is Chair of Trustees of World Ecitizens charity, a website for student publication, established by the MirandaNet Fellows in 2002 after the events of 9/11 in New York. This is designed as a place where young people can publish observations about the world they live in.

#### **Awards**

Christina has won five international awards for her innovative continuing professional programmes designed for educators globally promoting action research and collaboration across national boundaries.

- Lifetime Achievement Award, NAACE 2013
- Digital Inclusion Associateship, University of Jujuy, Argentina 2011
- Trnkova Medal from the Czech Technical University Prague for support in building democratic strategies for ICT teacher education (2002 – Prague)
- Humanitarian Award from the World Academic Council for the enrichment of community opportunities for Bulgarian teachers and women returnees by creating Anglo-Bulgarian exchange opportunities face-to-face and online (2000 – Paris)
- European Union of Women Humanitarian Achievement Award for creating an Anglo-Czech online alliance working on democratic participation (1998 London)

# Main professional and research interests

- Building e-communities of practice
- Researching Education Innovation
- Online learning and MOOCs
- Innovative models for Continuing Professional Development
- Research and practice in the use of IWBs and interactive technologies like webcams, blogs, wikis, forums etc.
- International citizenship between schools and communities
- Evaluation of International Projects
- Industry and Education Partnership

## **Skills**

#### International leadership

- leading in innovation in the fields of research methodology, practice-based learning, continuing
  professional development, multimodal literacy, digital technologies in teaching and learning and
  building communities of practice;
- designing, developing, maintaining and researching a web-based collaborative knowledge creation and publication environment for policy makers, researchers, teacher educators, senior managers and teachers who are also encouraged to publish and influence policy;
- OFSTED inspector on IOE team:
- evaluator of EU programmes;
- peer review of academic papers for key journals.

# Continuing professional development

- strategic international leadership in CPD research, programme design and evaluation;
- innovating in the design of practice-based CPD programmes for teachers using digital technologies including designing Master modules, establishing multimodal assessment at Masters level in three universities and in China, South Africa and Mexico;

- facilitating the international creation and dissemination of knowledge between educators in informal CPD exchanges using a themed MirandaMod version of an unconference.
- designing, teaching, managing, mentoring in CPD programmes
- course direction, programme design, teaching teachers accreditation and evaluating courses from certificate to masters level face to face and online
- bid writing, evaluation and review

#### Research and dissemination

- designing, implementing and disseminating research projects funded by governments and industry
- publishing research reports, academic journal papers, international, newspaper articles, educational software, book chapters, conference proceedings papers
- reviewing and editing for academic journals
- designing and editing a MirandaNet peer reviewed journal for teachers
- designing, directing and implementing research programmes

### **Project management**

- personnel and financial management of large, medium and small research projects
- Implementing local, national and international research projects
- managing teams of teachers, teacher educators and researchers
- sustaining professional communities of practice linked with CPD programmes
- managing a professional organisation with more than 700 members
- maintaining a global network of colleagues and students in more than 70 countries
- planning, organising and running local, national and international conferences and seminar programmes
- raising funding from industry and liaising with industrial partners

# Career milestones

I was interested in the use of digital technologies as a catalyst for changes in teaching and learning from my university days when I did a degree in English, Drama and Telecommunication Arts - a precursor of Media Studies: but always in the semiotics of digital communication rather than the computer science aspects of Information and Communications Technology (ICT).

The early 1980s I was a teacher of English, Drama and Media and a staff trainer in South London schools. After fifteen years in schools I become an adviser in English and Information and Communications Technology with Croydon and the Inner London Education Computing Centre. ILLEC. My approach to ICT in schools changed when I was seconded to Kings College, University of London, to develop an adventure game and a newsroom simulation that turned out to be international best sellers. What was important about this project was the opportunity to involve a cross-curricular group of teachers in an experience that took them to the heart of how computers can change learning. From 1992 I was a senior researcher and lecturer at the Institute of Education, University of London where I have worked on a range of research projects into the design, development and implementation of innovative models for work-based Continuing Professional Development programmes.

My work has taken me to many countries like Australia, Bulgaria, China, Chile, Czech Republic, Friesland, Germany, India, Japan, Norway, New Zeeland, Mexico, Saudi Arabia, South Africa, Syria and the USA. International awards for this innovative CPD research and practice include the Trnkova Medal for support in building democratic strategies for ICT teacher education; the World Academic Council Humanitarian Award for the enrichment of community opportunities for Bulgarian teachers and women returnees by creating Anglo-Bulgarian exchange opportunities face-to-face and online; the European Union of Women of Humanitarian Achievement Award for creating an Anglo-Czech online alliance working on democratic participation.

I founded the MirandaNet Fellowship in 1992 in response to a need expressed by teachers for a supportive community of peer mentors exploring the potential of digital technologies in teaching and learning and

being recognised for their efforts. The Fellowship can be defined as a 'community of practice', a phrase used by Etienne Wenger to explain who professional work together in the style of a medieval trade guild, that was established in response to a need expressed amongst teachers for. ?? There are now about 1,200 Fellows in more than 80 countries. Scholars become Fellows when they publish a multimodal article about their ICT work. The Fellowship focuses on innovative models Continuing Professional Development (CPD) based on practice-based research (action research) and building international web-based communities of practice. These articles are published in MirandaNet e-journal written by teachers for teachers. This e-journal is provides practising teachers with a professional virtual learning platform where they can publish their evidence and thus create a knowledge base. This e-journal is peer reviewed and has been popular with teachers on practice-based courses. It is therefore, a significant factor in raising the standards of coursework. In this mode we have been observing how digital technologies can underpin new ways of building, sharing and disseminating professional knowledge. We call this emergent theory and practice Braided Learning. The metaphor draws on the strength of a plait braided together from the threads of individual ideas and evidence to create an agreed understanding of the processes involved in building communities of practice.

We have designed a the MirandaNet global portal as a resource for professionals who want to know more about the four research methodologies that we have been developing in the MirandaNet Fellowship since 1992. These are:

**Action Research**: the main principles in this space we discuss the how you set about action research and the MirandaNet and World Ecitizens publications by teachers and pupils who are engaged in curriculum exchange across the world. There is also a section on the courses we run for educators where we use action research as the main process for learning.

Building communities of practice. The methods we have used to develop the MirandaNet Fellowship and sixteen other communities of practice take many ideas from the medieval trade guilds, is to support colleagues who want to make greater use of opportunities that digital technologies offer to make teaching and learning more enriching for students. Becta called the community the 'Facebook' of ICT professionals in international education although the aims are more than social- it is about sharing knowledge. UNESCO called MirandaNet the Robin Hood of ICT CPD because teachers teacher each other at no cost. Etienne Wenger (1998) first defined this kind of informal learning group as a 'community of practice'. He said to MirandaNet members, in an un- conference called a MirandaMod, that he sees our efforts to apply our knowledge as a means of influencing educational policy at local national and international levels as the next logical stage in his own developing theory.

Concept mapping as a research tool MirandaNet fellows have been exploring the hypothesis that an analysis of a Multi-dimensional Concept Map (MDCM) provides educators and researchers with different and possibly richer and broader insights into understanding of an issue – in this case that of digital technologies in education - than written responses alone. 'Multi-dimensionality' refers to the characteristics of multimodal hand-drawn or digitally produced concept maps, namely multi-layering and (remote) multi-authoring.

Critical incidents: experience as research data. This is a space where we would like you to contribute a short anecdote in the comments section about an incident that changed your attitude to computers - for any time from your youth. We have quoted some examples so you know what to do and some information about ethnography which is the overall research strategy where critical incidents can be identified. Ideas about research and about working with teachers as co-researchers are shared with MirandaNet members through newsletters and a blog.

Fellows also publish in our newsletters and assist pupils involved in MirandaNet exchanges to publish on the World ECitizens website. This charity, a response by Fellows to global upheavals caused by the events of 9/1 aims to encourage understanding between different cultures and communities and to share across the world the fascinating diversity within nations.

# Career history

1992 – ongoing	Chair of MirandaNet Fellowship
1992 – ongoing	Managing Director of the MirandaNet Consultancy
2010 – ongoing	Professor of Education Innovation at Bedfordshire University (part-time)
1992 - 2010	Associate Senior Researcher and Lecturer, Institute of Education, University of London
2004 – 2010	Associate researcher at WLE Centre, Institute of Education
2006 – 2010	Associate lecturer at Bath Spa Lecturer
2009 - 2010	Associate Researcher at Brunel University
1995-1997	OFSTED inspector on Institute of Education Team
2000-2010 ongoing	Chair of Trustees, World Ecitizens
1990 –1992	Senior Adviser ILECC
1989-1990	Seconded to School of Education, Kings College, University of London
1988 – 1989	Adviser English and ICT, Croydon LEA
1984-1987	Head of English, Drama and Media Department, Ashburton School, Croydon
1970 – 1984	Teacher English, Drama, Media Studies, IT French
	Selhurst Grammar, John Newnham Sixth Form College, Riddlesdown High School,
	Croydon
1969-70	B.Ed., Hull University
1966-69	Teacher Training: English and Dramatic and Telecommunication Arts, Kingston upon
	Hull College of Education

## **Academic Awards**

As a leader in ICT in education I continue to gain my professional development from working with other leading experts around the world, at conferences, book writing workshops, writing papers, editing journals, organising conferences and being a members of several professional organisations. I am currently participating in a blogging MOOC and have completed my doctorate which was an intense professional experience. (Date?)

#### 2010 Doctorate in International Education

'Gaining insight into educators' understanding of digital technologies: three models for the analysis of multi-dimensional concept maps.'

Faculty of Culture and Pedagogy

Department of Learning, Curriculum and Culture,

Institute of Education, University of London

Supervisors: Professor Carey Jewitt and Professor Gunther Kress

#### 1985-86

Post Graduate Research Associate qualification- one-year full time 'Computer Assisted Learning; the co-ordinators' perspective' School of Education, King's College, University of London

Superviser: David Squires

#### 1966-1970

English and Dramatic and Telecommunications Arts B.Ed –2.1. Hull University 1968- 1970 Hull University

# **Publications**

Allen, A. Preston, C. Payton, M. and Pickering, S. (2011) *Safeguarding learners in a digital world:* e-Safety module information for Further Education & Skills providers & learners. Becta Coventry. Drop Box <u>link</u>

Cuthell, J., & Preston, C. (2012). *Tracking the stages of learning: concept maps as representations of liminal space.* Themes in Science and Technology Education, 5(1/2), 79-94. <u>here</u> (click the English journal icon)

Cuthell, J. P, L. Cych, Preston, C. (2011) Learning in Liminal Spaces. Paper presented at Mobile learning: Crossing boundaries in convergent environments Conference, University of Bremen. Available from <a href="here">here</a>

Davis, N., C. Preston, and I. Sahin (2009a). *ICT teacher training: evidence for multilevel evaluation from a national initiative*. British Journal of Education Technology (BJET). Volume 40. Issue 1 (January 2009) (Published Online: Feb 5 2008 12:00AM): 135–148.

Davis, N. E., C. Preston and I. Sahin (2009b). *Training teachers to use new technologies impacts multiple ecologies: Evidence from a national initiative. British Educational Research Journal* (BJET). Volume 40. Issue 5 (September 2009)

Leask, M., Preston, C. and Younie, S. (2014) 'Translational research and knowledge mobilisation – strategies from the Campbell Collaboration and MESH (Mobilising, Managing and Mapping Educational Specialist knowHow), BERA Symposium, British Educational Research Association (BERA) Annual Conference, Institute of Education, University of London, 23-25 September, 2014.

Leask, M. and C. Preston (2011) *ICT Tools for Future Teachers: Becta*, Coventry. Published <a href="http://webarchive.nationalarchives.gov.uk/20110125093509/http://research.becta.org.uk/">http://webarchive.nationalarchives.gov.uk/20110125093509/http://research.becta.org.uk/</a>

Pachler, N, C. Preston, J. Cuthell, A. Allen and Pinheiro Torres (2011) *The ICT CPD Landscape in England*. Becta,

http://www.wlecentre.ac.uk/cms/index.php?option=com\_content&task=view&id=363&ltemid=87

Preston, C., M. Savage, M. Payton and A. Barnett (2016 in press) *Towards tomorrow's successful digital citizens: providing the critical and dialogical opportunities to change lifestyles and mindsets.* In ICT Debates: Eds Younie and Townsend, Routledge

C.Preston and S.Younie (2016 in press) *Taking the Tablets: Transforming teaching, liberating learners and engaging the community* Handbook for Digital Learning in K-12 Schools Eds. A. Quinn and T. Hourigan, Springer

Preston, C., A. Allen, R. Allen (2016 in press) Chapter in Teaching and Learning with ICT in the Secondary School. Eds S. Younie and P. Bradshaw. Routledge

Preston, C. and M. Scott Baker 2016 (in press) *Do young children need access to computers as much as they need to play with sand and water?* Section: ICT in the Early Years: Teaching and Learning with ICT series: Eds, Leask and Younie, Routledge.

Preston, C, S. Younie (2015) Engaging pupils in learning using interactive video, quizzes, and games. MirandaNet Journal. <a href="http://mirandanet.ac.uk/about-associates-research/brainpop-research-engaging-pupils-in-learning/">http://mirandanet.ac.uk/about-associates-research/brainpop-research-engaging-pupils-in-learning/</a>

Preston, C., S. Younie, R. Turner (2015) Listening to Learn; An Evaluation of Classroom Audio Distribution Technology for Enriching Teaching and Learning. A MirandaNet Fellowship publication in association with LightSpeed <a href="here">here</a>

Preston, C, J. Wilde, K. Cameron and S. Nusrat (2014) The relationship between parental engagement, digital home-school links and pupil achievement. A MirandaNet Fellowship publication in association with Groupcall <a href="here">here</a>

Preston, C. (2014) Join the EU HandsOn ICT MOOC, ITTE Newsletter Summer no. 72.

Preston, C (2013) Innovation in teaching and learning: using web-enabled video technology to build professional capital through reflective practice, coaching and collaboration. <u>The value of web-based video in Professional Development</u>. in MirandaNet Journal in association with IRIS Connect.

Preston, C. (2013) <u>The price of beauty and usefulness in learning</u>. A study of value for money in nursery setting. Braided Learning Journal. MirandaNet publications in association with Community Playthings.

Preston, C. and J. Cuthell (2011) *MirandaMods: from practice to praxis in informal professional learning contexts.* Research on e-learning and ICT in Education: Technological, Pedagogical and Instructional Issues", published by Springer

Preston, C. (2011). Towards collaborative judgment: research into building teachers' communities of practice. <u>www.becta.org.uk</u>. Becta. Coventry.

Preston, C. (2010) Gaining insight into educators' understanding of digital technologies: three models for the analysis of multi-dimensional concept maps. Doctorate in International Education, Institute of Education, University of London library.

Preston, C. (2009). Exploring semiotic approaches to analysing multidimensional concept maps using methods that value collaboration. <u>Handbook of Research on Collaborative Learning Using Concept Mapping</u>. P. Torres and R. Marriott. Hershey, Pennsylvania/USA, Information Science Reference.

Preston, C. and J. Cuthell (2009). The MirandaMod: an emerging collaborative strategy for professional change. <a href="https://www.becta.org.uk">www.becta.org.uk</a>. Becta. Coventry.

Preston C. and J. Cuthell (2009). From practice to praxis - through work based teaching and learning, WLE Centre, Institute of Education, University of London.

Preston, C. and J. Cuthell (2009). Towards collaboration: knowledge creation in Web 2.0 environments. A preliminary analysis of community discourse of learning in MirandaMod 2, a developing and autonomous professional context." <u>Becta</u>

Preston, C. (2008) Braided Learning; an emerging process observed in e-communities of practice International Journal of Web Based Communities. Special Issue on Online Learning Communities in Context Guest Editors: Dr. Ove Jobring and Associate Professor Piet Kommers Volume, 4.2

Preston, C. (2008) Becoming a World Ecitizen: Keynote: Proceedings of 2nd Beijing International Forum on Citizenship Education for Children and Youths.

Preston, C. (2007). Braided Learning: promoting active professionals in education. <u>New International Theories and Models Of and For Online Learning</u>. C. Haythornthwaite. Chicago IL, USA, First Monday.

Preston, C. 2007 An interactivist e-community of practice using Web 2:00 tools. Society for Information Technology & Teacher Education International (SITE) part of The Association for the Advancement of Computers in Education Conference (AACE) SITEO7 proceedings. San Antonio, Texas, USA; March 26-30, 2007.

Preston, C. and Cuthell, J. (2007) *Professional educators' perspectives on ICT CPD: Past, Present and Future,* WLE centre. Institute of Education, University of London.

Preston C. 2007 The development of personalised learning in e-communities in Pictures of Personalisation: A global view of the personalisation of learning, Ed. Angela MacFarlane, DfES and BESA

Preston, C. and Cuthell, J (2005) Teaching in ICT rich environments – using e-learning to create a knowledge base for 21st century teachers. A chapter in Leask, M and Pachler, N (eds) (2nd edn 2005) Teaching and Learning using ICT in the Secondary School, London, Routledge.

Preston, C (2005) Social Networking between professionals: what is the point? A chapter in Self-regulated Learning in Technology. Edited Stephans, K, R. Carneiro and Underwood, J. Enhanced Learning Environments TACONET Lisbon, Portugal, Shaker Verlag.

Preston, C and Lengel, L (2004) Building communities of practice in "New" Europe a chapter in A Brown, and N Davis (eds): Digital Technology, Communities and Education: World Year Book of Education – 2004 Routledge Falmer

Preston, C. (2004). Learning to use ICT in Classrooms: teachers' and trainers' perspectives: an evaluation of the English NOF ICT teacher training programme (1999-2003): summary, full evaluation report and emergent trends for teacher educators and staff-trainers. London, funded by the Teacher Training Agency www.mirandanet.ac.uk/tta.

Preston, C. and Danby, M. (2004) Who are the supply teachers?
Research into the characteristics of supply teachers and their professional needs.
www.selecteducation.co.uk http://www.mirandanet.ac.uk/industry/select.htm

Preston, C. and Danby, M. (2004) Building professional capacity in new media skills – An evaluation of the European Computer Driving Licence (ECDL) for Educators www.astonswann.co.uk/ www.educatorsecdl.com/, http://www.mirandanet.ac.uk/industry/astonsann.htm

# **Journal Referee**

Technology, Pedagogy and Education, (Triangle), Editor, Avril Loveless from 2002

Computers and Education (Elsevier), Jean Underwood from 2001 Educational Action Research (MMU) Bridget Somekh from 2005

# Journal Editorship

Howell-Richardson, C., C. Preston, et al. (Eds) (2007). Special Inaugural Issue: E- learning M.Bennison, K.Hanrahan, M.Smith, D.Thomas, M.Worthington Reflecting Education. Editor N. Pachler 1: http://reflectingeducation.net/index.php/reflecting.

Howell-Richardson C. and C. Preston et al guest editors (March 2007) –Volume 'Fascinating cultural objects': Multimodal Mapping in teaching and learning.: Series editor Norbert Pachler, <a href="https://www.reflectingeducation.net/index.php/reflecting">www.reflectingeducation.net/index.php/reflecting</a>

# **Newspapers articles**

A series of articles about ICT subjects in the Times Higher Education Supplement, the Times Education Supplement, the Independent and the Guardian as well as Education Investor, QA Education, Teach Primary and Secondary, Education Today, ICT in Education and Merlin John Online.

# **Professional Memberships**

British Computer Society, UK Senior Fellow Member of E-learning Schools Committee and Electronic Publishing SIG; 3 reports published 1994 – 2010

Society of Authors, UK Member 1996 – 2000

BETT ICT awards, British Education Suppliers Assoc. (BESA) International BETT09 Judge 2000 – Ongoing NAACE, the professional association for those concerned with advancing education through the appropriate use of information and communications technology (ICT) Member of the Board of Management

Information Technology for Initial Teacher Trainers (ITTE) Member Writer for professional journal 1995 – Ongoing Member of the Board of Management

Society for Information Technology & Teacher Education International (SITE) part of The Association for the Advancement of Computers in Education Conference (AACE) United States

Member/ Vice President 1999 - 2004

Poskole, organisation of Czech ICT professionals, Czech Republic Member/adviser 1996 - Ongoing Computer Assisted Learning, CAL conference, Independent academic group publishing for Elsevier Member/ conference organiser/ journal reviewer 1997 - Ongoing

National Council of University Professors, Member of the Board of Management since 2015

# **Teaching Teachers**

Institute of Education, University of London

At Masters level at the Institute of Education, University of London specialist online and face to face ICT modules in Multimodal Literacy, Efacilitation, Communities of Practice, Visual Learning, ICT Management and Collaborative Knowledge Creation. At doctoral level running courses in research methodology and writing a doctorate.

Bath Spa University

Master level at Bath Spa University and Course director and tutor in range of practice-based external courses from certificate to Masters Bath Spa University 2006 – Ongoing

**Brunel University** 

Teaching on the Masters in action research methodology.

# MirandaNet programmes

Christina has developed many internal courses for many organisations, charities and companies under the MirandaNet banner of iCatalyst – an innovative programme for teachers using work based research that promotes changes in teaching and learning <a href="http://www.mirandanet.ac.uk/profdev/icatalyst.htm">http://www.mirandanet.ac.uk/profdev/icatalyst.htm</a> funded by Steljes, TDA, NAACE, Promethean, Select Education, Westminster Academy, Barnfield Academy and Castle View School

# Other teaching roles

Associate course director, programme designer and lecturer including Masters level at the Institute of Education, University of London 1992 on-going

Visiting lecturer at Brunel and Bath Spa

External Advanced Diploma Masters Level part-time funded by the DFES and the General Teaching Council in E-learning

Designing and delivering courses in transformational learning for the British Council and Beijing Academy of Educational Science in China MirandaNet Fellowship 2000 – 2005

Adviser in Central London teacher RSA courses in computer competence Inner London Educational Computing Centre ILECC 2000 – 2002

Teacher of GCSE and A level in English as well as adviser in English and IT for teachers Croydon LEA 1971 – 2000

# **Evaluation**

Evaluator of EU project 2005 – 2008 SEN-NET EU – ICT programmes for senior citizens Czech Republic, Portugal, Ireland, Spain, Slovenia sennet.felk.cvut.cz Evaluator of Brazilian Learn project PROINFO 1996-1998

# International visiting Lectureships, keynotes and academic exchanges

Main subjects:

- Developing e-communities of practice
- Practice-based professional learning in ICT CPD
- Multimodal literacy
- Partnership with industry in ICT product development
- The changing nature of teaching resources
- Using ICT as a catalyst for change in teaching and learning
- The impact on professional communication of Web 2.0 tools
- The ICT and education landscape in the UK
- New kinds of interactive resources for learning

# International keynotes, papers and seminars talks

#### 2015 Luxembourg

EAPRIL November. C.Preston and V. Belogaska Real in-ear Coaching

#### 2015 London, UK

BETT15 January Beyond Social Networking: the impact of digital innovation on learning

#### 2014 Cyprus

EAPRIL, December MirandaNet Fellowship: Global Partnership - Research - Impact

#### 2014 Slovenia

Preston, C. and S. Younie (2014) When the Funding Ends: Using the Handson ICT MOOC as a Key Element in Research and Development Projects presented at the Make Learn conference, Human Capital without Borders: Knowledge and Learning for Quality of Funded by the EU ICT Industry, Portoroc, Slovenia.http://mirandanet.ac.uk/researchexchange/eu-handson-ict/

#### 2014 Slovenia

Preston, C. and S. Younie (2014) From a community of practice perspective learning in a MOOC can be a lonely business. MoodleMoot conference, Korper, Slovenia http://mirandanet.ac.uk/researchexchange/eu-handson-ict/

#### 2014 Germany

Preston, C. and S. Younie (2014) *Mentoring in a Digital World: what are the issues?* Key Competencies in Informatics and ICT (KEYCIT 2014) July 1-4 conference July 1st-5th Conference Proceedings

## 2013, London

Naace seminar, October, Research evidence that underpins the change from ICT to the new Computing Curriculum

#### 2013 Bedford, UK

ITTE Conference Bedfordshire July
A MirandaMod on Creative Practice in Classrooms

## 2013 September Catalonia

#### **EFQUEL Barcelona**

Preston, C. and S. Younie (2013) MOOCathon: the marathon on Quality and MOOCs SPOCS and COOCs

## 2011 Argentina

## September

3 keynotes for 1,700 teachers on

## Development of innovative educational programmes for teachers

University of Cordoba, University of Jujuy, University of Buenos Aires, Argentina

### **2011 July UK**

Presentation on The demise of Becta

Policy Working party

Warwickshire University: Mike Hammond

#### 2011 June France

## EduSummit2011 UNESCO

# Building a Global Community of Policy-Makers, Educators and Researchers to Move Education into the Digital Age

Invited member of ICT CPD working party: Assistant Director General for Education, Joke Voogt and Professor Margaret Cox

## 2010 Greece

September

Braided Learning: social networking or professional knowledge creation and conceptual learning?

Information and Communications Technology in Education - conference

University of the Peloponnese

Host: Professor Athanassios Jimoyiannis

#### 2010 July Czech Republic

'Communities of Practice in Teacher Education'.

Czech Technical University, Prague

Host: Dr. Bozena Mannova

## 2010 April New Zealand

Brave New World: The Use of Concept Maps for Collaborative Knowledge Construction:

# **Emergent PPIMMS Methodology**

Seminar at University of Canterbury, Christ Church New Zealand

Host: Professor Niki Davis

and

Victoria University, Melbourne

Host Dr. Eva Dakich

## 2010 April Australia

'O Brave New World'

The Use of Concept Maps for Collaborative Knowledge Construction:

emergent PPPIMMS Methodology

with Professor M. Leask (Layout)

# 2010 US and Japan

Technology and Teacher Education

SITE10 San Diego

Host David Gibson

and

University of Tokyo

Host: Professor Hiro Tanyaka

#### 2010 April Australia

Building and disseminating professional knowledge:

# a learning platform approach

with Professor Marilyn Leask

Victoria Education Department,

Melbourne, Australia

Host: Elizabeth Hartnell-Young

#### 2010 March Portugal

Braided iGatherings in the Third Space: Social Networking or

**Professional Knowledge Creation?** 

IADIS E-Society conference, Portugal

University of Opporto

Professor Piet Kommers, University of Twente, Holland.

#### 2009 September UK

C.Preston (2008) MirandaNet Symposium; Teachers building theories about teaching and learning with digital technologies. Christina Preston, Marilyn Leask, Sarah Younie, H.Constable. Proceedings BERA 2008 Manchester

### 2009 September UK

#### 'Professional attitudes to social networking'

Tamworth Naace, advisers professional organisation, UK

Host: Gareth Davis

#### 2009 July Czech Republic

The Creation of Knowledge: Initial teacher training conference,

Charles University, Prague, Host: Dr Mirka Cernochova

#### 2009 June The Netherlands

#### Social networking between professionals - what is the point?

Taconet conference, September Amsterdam, Preston, C and Lepeltak, J.

#### 2007 February UK

ICT CPD theme:

2007 NAACE conference February, Torquay

Partners Promethean, Institute of Education, BECTA

## 2007 January Brazil

Keynote for 400 teachers: Belo Horizonte University, Minas, Gerais University, Brazil, Professor Edwardo Mortimer

#### 2007 March Mexico

Keynote for UNESCO conference with 650 teachers, Monterrey, Mexico, Dr Manual Fernandez

Preston, C (2006) Keynote Interactive Learning Communities: researching the role of interactive whiteboards and other digital tools, Transforming teaching transforming learning, transforming lives March 24th Monterrey, Mexico

## 2006

# 2006 July Cyprus

Keynote for 500 teachers: Cyprus Pedagogical Institute, Nicosia, Cyprus, Professor Anastasia Economou

#### 2006 June UK

Preston, C (2006) A World Ecitizens' perspective: a socio-cultural approach to learning in e-communities Doctoral School Summer conference, Institute of Education, University of London 24<sup>th</sup> June

#### 2006 March UK

Preston, C (2006) The power of practice based research: teachers informing policy: March 2<sup>nd</sup> NACCE Annual Conference, Torquay

#### 2006 February UK

Preston, C (2006) Accredited Action Research and World E-Citizenship February 10th Westminster Academy, London

#### 2006 January US

Preston, C (2006) Giving teachers a professional voice 19<sup>th</sup> January Iowa University, Education Department seminar

#### 2006 January UK

Preston, C (2006) Using digital tools for teaching and learning. 11th January BETT06 Olympia. London

# International workshop invitations

2011

### August

Technology White paper

Specialist Schools and Academies Trust (SSAT), MirandaNet and Naace: invited members to collaboratively produce a Technology White Paper based on concerns from school members that not enough emphasis is being given by the Coalition to the role that technology can and must play in education for the future.

## July

Inaugural meeting of International Academy of Ubiquitous Communication Educators (AUCEi) Learned Society: Critical incident research for career development.

#### 2009

### Inaugural professorship introduction and two teachers' workshops.

Leeuwarden University, Friesland, The Netherlands, Professor Jan Lepeltak

Preston, C. and J. Cuthell (2009). New professional cultures: braided gatherings in The Third Space. <u>3rd WLE Mobile Learning Symposium</u>. N. Pachler. Institute of Education, University of London, www.wlecentre.ac.uk.

C.Preston (2009): MirandaNet Symposium; New Rules for Engagement: communities of practice, professional development and technology C. Preston, H. Constable, S. Blandford, M. Leask. B. Mannova. S. Younie, L. Vainio. Proceedings CAL09 Brighton

#### 2008

Teaching student teachers for one week, Iowa State University, Aims, US Professor Niki Davis

Three day meeting to develop a book on e-communities. Gothenburg University, Gothenburg, Sweden Professor Roger Saljo University of Christiansund, Norway. Ove Jobring x 150 heads University Neofit Rilski, Blagoevgrad City, Bulgaria Professor Nikola Bogkov

#### 2007

**Running a course on practice based research for two weeks**. Beijing Academy of Educational Science, China, Professor Zhang Tiedao Keynote for 1,000 Chinese teachers: The Communication College of Jiangxi Normal University, Professor Xiang

**Expert Panel at conference for TV broadcast**: Institute of Information Technology in Education, NorthEast Normal University, Chang Chung, Professor Dong Yuqi

#### Publishers conference

Preston, C. (2006) Which resources work in practice in schools? What will our markets look like in 2011? Hodder. Danesford House, Marlow, Surrey

#### **SITE 2005**

Preston, C. (2005) invited symposium paper: Learning to use ICT in classrooms from teachers' and trainers' perspectives: the innovatory methodologies used to evaluate the UK ICT teacher training programme 1999-2003,: Leadership and Change: The Integration of Information Technologies into Learning Environments, SITE 2005 16<sup>th</sup> International Conference, Phoenix . Arizona, US, Association for the Advancement of Computing in Education, US. Mar 1st-5<sup>th</sup>

# International collaborations on teaching materials/development

Institute of Education, University of London: developing course materials on e-learning and ICT management concept maps to scaffold discussions

Southampton University: developing course materials for managers of supply teachers.

#### 2004/2006 Interactive Whiteboard Training Materials

UNESCO, Mexico University of Monterey Check, Mexico Universidad Nacional Autonoma de Mexico, Mexico City Beijing Academy of Educational Science, Beijing

2002- 2004 EU -An Intercultural Learning Experience in Educational Technology (ILET) International doctoral exchange programme
MirandaNet Fellowship , Institute of Education, University of London,
lowa State University, (detail) Denmark, Finland and Barcelona.

2000-2003 European Union: leading on 2 Minerva projects: Web @ Classrooms Ireland, Spain, Portugal, UK Schoolscape @ future, Ireland, Spain, UK

www.mirandanet.ac.uk/webclassroom/who.htm www.mirandanet.ac.uk/schoolscape/report.htm

Extensive organisation of visits by teachers to countries like Friesland, Bulgaria, China, South Africa and the Czech Republic followed by collaborative projects

# Hosting international conferences and seminars

2011 The inauguration of the Learned Society, AUCEi at Brunel University in association with the MirandaNet Fellowship- 60 founding members working with Open Technology methods.

2007-2011 about six MirandaMods per year on topics proposed by teachers <a href="http://www.mirandanet.ac.uk/mirandamods/">http://www.mirandanet.ac.uk/mirandamods/</a>

September 2006 World Ecitizens; MirandaNet international workshop, Bath Partners; Oracle, Promethean, 2Simple, DFES, TDA

2005 – 2007 Fascinating cultural objects: multimodal mapping in teaching and learning 8 seminars at the Institute of Education, University of London -

Partners: Inspiration, Institute of Education, University of London, Doctoral School

2006 / 2007 4 Etopia seminars and workshop programme with teacher exchanges included in Leeuwarden, Friesland, Institute of Children's Health. London and Czech Technical University, Prague,

Czech Republic, Partners: HOPE, Getting Better together, Czech Technical University, Promethean, 2Simple, Oracle, LogicaCMG, Fronter

2004 – 2006 Investigating tools for learning in e-communities: 3 conferences and workshops held in London, Monterrey, Mexico and Cape Town, South Africa. <a href="http://www.mirandanet.ac.uk/interactive.htm">http://www.mirandanet.ac.uk/interactive.htm</a>
25 Promethean teachers in China, Mexico, South Africa, UK, US plus local audiences

2001 Vice Chair Computers and Education, Elsevier, CAL conference Warwick (1999) Chair CAL conference London

## Other activities

**Expert Witness**: Use of ICT in education in a range of countries with the British Council and government agencies

# **Research Projects**

Specialisations in innovative research methodologies that promote collaborative judgements like concept mapping and critical incident research in the context of communities of practice.

## Sample projects and funding

Bids won as a leader or partner

Projects from £750,000 - £200,000 (chec k)

1998-2002 EU TEMPUS - 4 years

2002-2007 EU SEN-NET – 3 years

2005 - 2007 E-LAPA - 2 years

Free State provincial government, South Africa/ British Education Suppliers Association/British Embassy

2005-2008 Promethean: 3 years

Interactive Whiteboard action research evaluation in England, Mexico, China and South Africa

2000-2010 Oracle Think.com- 10 years

Learning platform development

Projects from £200,000 - £50,000

2012-2015 EU LLL Handson ICT

2009 - 2013 Podar Education Complex, India

iCatalyst Management of change CPD for x50 schools in Marahestra, India

2002-2004 Teacher Training Agency I year

Evaluation of the National Opportunities Fund ICT CPD training programme 1999-2004

2004-2010 iCatalyst courses at certificate, diploma and masters level

(www.mirandanet.ac.uk/profdev)

GTCe e-facilitators

Select Education e-facilitators (England)

Barnfield School, Luton, England

Steljes advisors, England

2008-2011 Becta 3 years

MirandaMod webinar and research programme

2007-2010 WLE Centre, Institute of Education, University of London

Visual Learning Research

iGathering research

2009 Becta 6 months

ICT Tools for Future Teachers research

With Brunel University

2009 Becta 9 months

ICT CPD Landscape research

Below £50,000

2009 TAG learning

MAPPS Learning platform evaluation- I year

2009 Becta 3 months

E-safety research

2010 Staffordshire Advisory Service - one year

Learning platform evaluation

2010 DFE Achievement for All

MirandaMods support at BETT11 and the Education Show 2011

2010 Data Harvester - year

Teachers' case studies

2010 MatchWare - I year

Teachers' case studies

2011 Saudi Arabian Education Department

ICT CPD for teachers in three cities.

From 2010- A range of MirandaNet company associateship research projects http://mirandanet.ac.uk/about-associates/associates-research/