Learning, the Internet and Society

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<tr>
<th>Academic Year</th>
<th>2017-18, Hilary Term</th>
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<tr>
<td>Day and Time</td>
<td>Tuesdays, Weeks 1-9, 10:00-12:30</td>
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<td>Location</td>
<td>Seminar Room G/H, Department of Education, 15 Norham Gardens</td>
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<td>Course Providers</td>
<td>Rebecca Eynon, Oxford Internet Institute, <a href="mailto:rebecca.eynon@oii.ox.ac.uk">rebecca.eynon@oii.ox.ac.uk</a> and Huw Davies, Oxford Internet Institute, <a href="mailto:huw.davies@oii.ox.ac.uk">huw.davies@oii.ox.ac.uk</a>. This course is co-taught by the Department of Education. For all comments and enquiries please contact Rebecca Eynon.</td>
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<td>Prerequisites</td>
<td>This course has no prerequisites</td>
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Background
The Internet and related technologies have significant implications for learning within and outside the classroom. Information and Communication Technologies (ICTs) have the potential to transform how, what and where people learn, facilitate or inhibit people’s access to educational opportunities, challenge existing ideas of what the purpose and nature of formal education is and what the future of education should be. Over the 8 weeks of this course the changing nature of society and technology and the implications this has for learning and education will be explored from a range of theoretical, empirical and policy perspectives.

Course Objectives
This course will provide students with an opportunity to understand and explore some of the debates around the use of the Internet for learning and education in relation to the academic literature on this topic; and will also draw on theories and concepts from other research that investigates the social implications of the Internet in other areas of everyday life.

At the end of the course students will have a critical understanding of the theoretical debates, key concepts and appropriate methodologies that could be used to explore this rapidly developing area.

Learning Outcomes
1. Gain an in-depth understanding of the potential of the Internet for learning and Education in a variety of contexts
2. Demonstrate a critical understanding of the theoretical perspectives which have been developed to understand learning, Education and new technologies with an awareness of the wider social context
3. Develop an ability to assess and evaluate the inter-related factors that affect the success of using the Internet for learning and education
4. Understand how research on learning and new technologies can benefit from, and contribute to, theories and concepts from other research that investigates the social implications of the Internet

Teaching Arrangements
The course will be taught during Hilary term in eight weekly classes, each consisting of a lecture followed by student discussion.

Assessment
Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to via Weblearn by 12 noon of Monday of Week 1 of Trinity term. Students may choose a question on a topic related to their research interests in consultation with the Course Tutor (Rebecca Eynon) in advance. The essay should be clearly related to the topics of the course.

Formative Assessment
Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Submission of Assignments
The summative assignment for this course is due on Monday of Trinity Term Week 1 (23 April) by 12.00pm and should be submitted electronically via the Assignment Submission WebLearn Site. The assignment should also be submitted electronically by 5:00 pm on the same day to teaching@oii.ox.ac.uk. If anything goes wrong with your submission, email teaching@oii.ox.ac.uk immediately. In cases where a technical fault that is later determined to be a fault of the Weblearn system (and not a fault of your computer) prevents your submitting the assessment on time, having a time stamped email message will help the Proctors determine if your assessment will be accepted. Please note that you should not wait until the last minute to submit materials since Weblearn can run slowly at peak submission times and this is not considered a technical fault.

Full instructions on using WebLearn for electronic submissions can be found on Plato under General Information. There is also an FAQ page on the Assignment Submission WebLearn Site.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For details on the regulations for late and non-submissions please refer to the Proctors website at https://www.admin.ox.ac.uk/proctors/examinations/candidates/.

Any student failing this assessment will need to follow the rules set out in the OII Examining Conventions regarding re-submitting failed work.

Topics
1. The Information / Network Society
2. Lifelong learning and the workplace in the digital era
3. Digital inequality and learning
4. Digital literacies
5. Digital youth
6. The datification of education
7. Political economy of education and technology
8. The future of digital education

**Key to Readings**

A reading list is given below for each class. Those items marked with an asterisk (*) are essential reading and MUST be read by all students in preparation for the class. Items which are not marked with an asterisk are additional readings. A pre-course reading list is available for those students who have no background in educational studies. Further readings will be introduced during the sessions.

**General Readings**

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**Week 1: The Information / Network Society**

This session will critically examine the concept of the Information and Network Society and to explore the significance of these ideas for Education Policy.

- **Allen, A.**
  - Benign Violence: Education in and beyond the Age of Reason 2014 Palgrave

- **Biesta, G**

- **Castells, M.**
  - Chapter 1

- **Marples, G.**
  - Chapter 3

- **Selwyn, N.**
  - *Education in a Digital World. Global Perspectives on Technology*
Week 2: Lifelong learning and the workplace
This session will explore the debates around lifelong learning and learning in the workplace in the digital era and the implications this has for the design and use of technology for learning amongst adults.


Week 3: Digital inequality and learning
This session will explore the role of technology in exacerbating social and educational inequalities, and to question if technology can ever effectively be used to change the status quo.


Francis, B. and Wong, B. What is preventing social mobility? A review of the evidence 2013
Table 1

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**Week 4: Digital Literacies**

This session will examine the varied theoretical and conceptual understandings of ‘digital literacies’ and consider how educational institutions can support young people in the development of such skills and understandings.

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**Week 5: Digital Youth**

This session will critique the notion of the ‘digital native’ and to reorient attention to more nuanced and theoretical understandings of the varied ways that young people engage with technology.

* boyd, d.  
It's Complicated: the social lives of networked teens. 2014 Yale University Press.

Eastin, M. S.  

Kelly, P.  

Garcia, A.  

Selwyn, N.  

Kelly, P.  

Bayn S. & Ross, J.  

**Week 6: The Datafication of Education**

This session will explore the growing emphasis on measurement and data collection within Education policy and practice and to examine the social implications of such moves.

*Biesta, G.J.  

O’Neil, C.  
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Prinsloo, P., Archer, E., Barnes, G., Chetty, Y., & Van Zyl, D. | Big (ger) data as better data in open distance learning. 2015. The International Review of Research in Open and Distributed Learning, 16(1).
---|---
Roberts-Holmes, G. & Bradbury, A. | The datafication of early years education and its impact upon pedagogy, 2016, Improving Schools.
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**Week 7: The political economy of education and technology**

This session will critically examine the political and economic forces at play in the development and use of technology within Education and how these can best be theorised

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Beer, D. | Metrics and the Production of Uncertainty
http://blogs.lse.ac.uk/politicsandpolicy/55395-2/
---|---
Hall, R. | For a political economy of massive open online courses. Learning, Media and Technology, 2015. 40(3), 265-286.
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Robins, K., & Webster, F. | The technical fix: Education, computers, and industry. 1989 Macmillan.
**Week 8: Future trends in the role of technology in learning**

This session will investigate different approaches to conceptualising and ‘predicting’ the future in education and technology and the implications such work has for policy and practice.

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<th>Author</th>
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<tr>
<td><em>Selwyn, N., &amp; Facer, K. (Eds.).</em></td>
<td>The politics of education and technology: Conflicts, controversies, and connections. 2013 Palgrave Macmillan. (chapter 10)</td>
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