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|  |  | **Summary**  [Dr Christina Preston](http://www.mirandanet.ac.uk/researchexchange) advocates the application of digital technologies as a catalyst for enriching teaching and learning. Her main research publications focus on four topics: action research; building communities of practice; [concept mapping as a research tool](http://www.worldectizens.net/" \o "World Ectizens" \t "_blank) and ethnography with particular interest in critical incident methodology. She shares these topics with professionals on her research [blog](http://www.mirandanet.ac.uk/blog). Recent successes in research are: the development of innovative multimodal research methodologies; innovative designs for Masters’ modules and their [multimodal accreditation](http://www.mirandanet.ac.uk/consultancy/); and, the development of new modes of knowledge sharing within the profession in communities of practice called [MirandaMods](http://www.mirandanet.ac.uk/mirandamods/) that are a modification of the unconference movement.  Some of the evidence she has drawn for her research has been offered by members of the [MirandaNet Fellowship](http://www.mirandanet.ac.uk), an international professional organisation for teachers, teacher educators and researchers that she founded in 1992. There are currently more than 750 members in 80 countries and the Fellowship has a reach of more than 5,000 other educators in key professional bodies like NAACE, ALT and ITTE The indexing is efficient and the site features prominently in Google searches. This global portal is well patronised and, on average, 1,300 pages are viewed each day.  Christina is also a co-director of the [MirandaNet iCatalyst Academy](http://www.mirandanet.ac.uk/blog/?page_id=161) and Chair of Trustees of [World Ecitizens charity](http://www.worldecitizens.net), a website for student publication, established by the MirandaNet Fellows in 2002 after the events of 9/11 in New York. Other partners in research projects have included Becta, Training Development Agency (TDA), Department of 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. These companies include: 2Simple, Apple, EMAP, Microsoft, Isis, Inspiration, Promethean, Oracle, Serco, Steljes and Tribal. MirandaNet Fellows have worked in a range of projects associated with digital technologies in education 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 a [MirandaNet chapter.](http://www.mirandanet.ac.uk/internat/)  Christina gives keynotes and lectures around the world on strategies for building professional knowledge and on Continuing Professional Development programmes designed to promote student 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, National Association of Advisers in Computers and Education (NAACE), Association for Learning Technology (ALT) and Information Technology Teachers in Education (ITTE). 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 an associate researcher and lecturer at the Institute of Education, University of London: 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. SkillsInternational 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   **Contents list**  Skills 3  International leadership 3  Continuing professional development 3  Research and dissemination 3  Project management 3  Career milestones 5  Career history 7  International Awards 7  Academic Awards 8  Publications under themes 8  Innovative Continuing Professional Development in digital technologies 8  Industry Education Partnership 10  Innovative approaches to research using multimodal concept mapping 10  Building communities of practice 10  World Ecitizenship 11  Journal Referee 11  Journal Editorship 11  Newspapers articles 12  Professional Memberships 12  Teaching Teachers 12  MirandaNet programmes 12  Other teaching roles 13  Evaluation 13  Research Projects 13  Sample projects and funding 13  Projects from £750,000 – £200,000 13  Projects from £200,000 – £50,000 14  Below £50,000 14  International visiting Lectureships, keynotes and academic exchanges 15  International keynotes, papers and seminars talks 15  International workshop invitations 18  International collaborations on teaching materials/development 18  Hosting international conferences and seminars 19  Other activities 20  Referees: 20 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. Since 1992 I have been an associate 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. I also run projects with other universities including Bath Spa and the Czech Technical University in Prague.  My work has taken me to many countries like Australia, Bulgaria, China, Chile, Czech Republic, Friesland, Germany, India, Japan, Norway, New Zeaingland, 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](http://www.mirandanet.ac.uk/) 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’,](http://www.mirandanet.ac.uk/blog/wp-admin/www.mirandanet.ac.uk/blog/?page_id=368) 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 750 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. Awards are made at pre- and post- graduate level by the MirandaNet Academy at Bath Spa University. These articles are published in MirandaNet [e-journal](http://www.mirandanet.ac.uk/ejournal/) 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.](http://www.mirandanet.ac.uk/blog/wp-content/uploads/2010/08/Braided-Learning-First-Monday-2007-.doc) 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 and [the research blog](http://www.mirandanet.ac.uk/blog) 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](http://www.mirandanet.ac.uk/blog/?page_id=319) 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[.](http://www.worldectizens.net/" \o "World Ectizens" \t "_blank)  [**Building communities of practice**](http://www.mirandanet.ac.uk/blog/?page_id=368) 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 ,](http://www.mirandanet.ac.uk/mirandamods) 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](http://www.worldectizens.net/" \o "World Ectizens" \t "_blank)** 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**](http://www.mirandanet.ac.uk/blog/?page_id=310) 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.](http://www.mirandanet.ac.uk/blog)  Fellows also publish in our [newsletters](http://www.mirandanet.ac.uk/news/letter.php/) and assist pupils involved in MirandaNet exchanges to publish on the [World ECitizens website.](http://www.worldecitizens.net/) This charity, a response by Fellows to global upheavals caused by the events of 9/11, 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  1992 - ongoing 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 International Awards **Trnkova Medal** for support in building democratic strategies for ICT teacher education  Czech Technical University 2002 Prague  **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 World Academic Council, University Neofit Rilski, Blagoevgrad City, Bulgaria  2000 Paris  **European Union of Women of Humanitarian Achievement Award** for creating an Anglo-Czech online alliance working on democratic participation www.mirandanet.ac.uk/fellowship/tina\_cv.htm  European Union of Women  1998 – London 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 course and have completed my doctorate which was an intense and exciting professional experience.  December 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 under themesInnovative Continuing Professional Development in digital technologies Preston, C. (2011) *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. and J. Cuthell (2011in press) *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  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&Itemid=87>  Allen, A, Preston, C. Payton,and S. Pickering, S. (2011) *E-safety guidance for the FE & Skills Sector,* Becta Coventry[[1]](#footnote-1)    Leask, M. and C. Preston (2011) *ICT Tools for Future Teachers: Becta,* Coventry. 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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) 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 16th International Conference, Phoenix .  Arizona, US, Association for the Advancement of Computing in Education, US. Mar 1st-5th  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. 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London 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, [www.reflectingeducation.net/index.php/reflecting](http://www.reflectingeducation.net/index.php/reflecting) Newspapers articles A series of articles about ICT subjects in the Times Higher Education Supplement, the Times Education Supplement, the Independent and the Guardian Professional Memberships British Computer Society, UK Senior Fellow  Member of E-learning Schools Committee and Electronic Publishing SIG ; 3 reports published  1994 – Ongoing  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 / conference organiser/ designing and running courses 1994 – Ongoing  Information Technology for Initial Teacher Trainers (ITTE) Member Writer for professional journal 1995 – Ongoing  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 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 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 <http://www.mirandanet.ac.uk/profdev/icatalyst.htm> 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 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 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  2011-2014 3 years (under negotiation) Department for Education/Achievement for All (www.afa2as.org.uk  MirandaNet digital technologies professional development programmes for teachers Projects from £200,000 – £50,000 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](http://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. 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 **2011**  **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  **July**  Presentation on  **The demise of Becta**  Policy Working party  Warwickshire University: Mike Hammond  **June**  **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**  **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  **July**  **‘Communities of Practice in Teacher Education’.**  Czech Technical University, Prague  Host: Dr. Bozena Mannova  **April**  **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  **April**  **‘O Brave New World’**  **The Use of Concept Maps for Collaborative Knowledge Construction:**  **emergent PPPIMMS** Methodology  with Professor M. Leask  Technology and Teacher Education  SITE10 San Diego  Host David Gibson  and  University of Tokyo  Host: Professor Hiro Tanyaka  April  **Building and disseminating professional knowledge:**  **a learning platform approach**  with Professor Marilyn Leask  Victoria Education Department,  Melbourne, Australia  Host: Elizabeth Hartnell-Young  **2010 March**  **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**  **‘Professional attitudes to social networking’**  Tamworth Naace, advisers professional organisation, UK  Host: Gareth Davis  **July**  **The Creation of Knowledge : Initial teacher training conference**,  Charles University, Prague,  Host: Dr Mirka Cernochova  **June**  **Social networking between professionals - what is the point?**  Taconet conference, September Amsterdam, Preston, C and Lepeltak, J.  **2007**  ICT CPD theme:  2007 NAACE conference February, Torquay  Partners Promethean, Institute of Education, BECTA  Keynote for 400 teachers: Belo Horizonte University, Minas, Gerais University , Brazil, Professor Edwardo Mortimer  Keynote for UNESCO conference with 650 teachers, Monterrey, Mexico, Dr Manual Fernandez  **2006**  Keynote for 500 teachers : Cyprus Pedagogical Institute, Nicosia, Cyprus, Professor Anastasia Economou  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  Preston, C (2006) The power of practice based research: teachers informing policy: March 2nd NACCE Annual Conference, Torquay International workshop invitations 2011  **August**  Technology White paper  Specialist Schools and Academies Trust (SSAT), MirandaNet and Naace: invited members to to collaboratively produce a Technology White Paper based on concerns from school membersthat 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  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 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 Monterrrey, 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,  Iowa State University, 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](http://www.mirandanet.ac.uk/webclassroom/who.htm)  [www.mirandanet.ac.uk/schoolscape/report.htm](http://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 <http://www.mirandanet.ac.uk/mirandamods/>  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 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. <http://www.mirandanet.ac.uk/interactive.htm>  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 Hosting a research exchange[www.mirandanet.ac.uk/researchexchange](http://www.mirandanet.ac.uk/researchexchange) |
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1. [↑](#footnote-ref-1)