Alexander Darracott

Personal details have been removed due to this being available on an open platform.

Education and qualifications

Year	Master of Philosophy / Doctor of Philosophy in Education
Present	Exploring the interconnections between Philosophy, Psychology, Technology and Education. The research focusses on a couple of main areas: the extent to which technology impacts on social learning processes, and the analysis of social learning processes from various Philosophical and Psychological perspectives.
Year	**Personal learning**
2011 to 2014	Activities have included attending research conferences and discussing ideas informally with other academics, attending a local University to discuss ideas with a specific academic and extensive reading of relevant literature to identify gaps in knowledge and variables to explore. Also, currently working on developing business ideas that are partly related to the PhD.
Year	**MSc Web Applications Development** **Plymouth University** **The MSc Project: Assessment and critical evaluation of the use, impact and future potential of web based literacy tools on both teaching and learning** The investigation was based on the perceptions of learners regarding which technology either blog, wiki or discussion forum, was perceived as most effective for their learning. Research ideas were further refined and refocused as findings indicated that it would be appropriate to analyse the wider learning environment as opposed to focussing on just the technology or just user perceptions. The project provided opportunities for research skills development in survey design, question design, statistical analysis and coding analysis. Critical analysis was also further developed through critically analysing other research methodologies such as interviews and focus groups, particularly their possible uses within the research if they were to be used along with their appropriateness at various stages of research. Other modules particularly Personal and Professional Skills and Research Skills and Project Development, provided training in correlative and inferential analysis.
2009 to 2010	
Year	**Certificate in teaching in the Lifelong Learning Sector** **Plymouth University** **Modules included** Processes of teaching and learning, Enabling learning and assessment Theories and principles for planning and enabling learning **Teaching practice** Research interest into learner perceptions regarding technologies for learning developed through using observation and focus groups methods to observe differences in behaviour, changes to behaviour, and discussing with them their views of technology. Understanding of the importance and types of questioning was also improved. **Classroom experience** Through classroom activities, interest developed in the wider philosophical, sociological and psychological contexts of learning. Particular interest developed in the influences of learner perceptions of technology in learning environments, as it was observed that fellow trainee teachers widely differed on their perceptions of a wiki as an effective learning application.
2006 to 2007	

Year	BSc (Hons) in Computing and Web Technologies Plymouth University
2006 to 2007	**Relevant modules** Web Technologies, Advanced databases and their applications, Software Development and Project Management, The Information Society, Project **The Information Society Assignment :** The group assignment focussed on the influence of technology on education. The political and sociological aspects of the impact were investigated, including investigating the political drive of pushing technologies into schools and the way technology influenced social learning within the school environment. Specific issues include whether or not Governments have a real agenda with technology in schools, and the history of the political drive of I.C.T in schools. The assignment was significant because it inspired a research interest in the uses and influences of I.C.T in education.

Year	Foundation Degree in Computer Networking: Cornwall College Camborne
2003 to 2005	**Relevant modules** Internet applications, Introduction to Programming, Database and information systems, Application of E business technologies, Programming for the internet, Numerical solutions in business, Mathematics with applications 1, Professional Development, Mathematics with Applications 2, Project Planning and Decision Analysis, Applications of probability theory **Application of E Business Technologies module:** This module introduced the concepts of a globalised, connected, socialised technological environment. Issues include analysing the agenda of a globalised, connected economy and society, and various implications. This was a high scoring module on the course, with 78% on all the coursework, and 69% on the module overall. **Research skills developed** Interview techniques, various analysis techniques such as inferential analysis, differential calculus, regression and correlation analysis, ANOVA, probability theory and set theory.

Research publications

A.Darracott., N.Clarke: "Culture of Integration: literacy tools for the masses", 5th International Technology, Education and Development Conference, 7th to 9th March 2011, Valencia, Spain, 4278 to 4285

Conferences and courses attended

Dates	Venue	Details
March 2011	Plymouth University	Interdisciplinary research
Event information		
Introduced importance of interdisciplinary research. Presentations encouraged a rethink to the research interests, PhD proposals and longer term post doctoral interests and directions to incorporate interdisciplinary approaches.		

Teaching Experience

Time period	Role	Experience gained
2002 to 2003	Private, voluntary tutor	Improved communication with students in an individual setting. Developed an understanding that not every person can be taught or can learn equally.
2009 to 2010	I.C.T tutor on N.V.Q equivalent I.C.T courses for adult learners	Organisation skills, Communication skills, Presentation skills, Research skills

Existing research areas of interest

Main general research interest in the interconnections between Epistemology, Cognitive and Social Psychology, Technology and Education. Also have an interest in assessing the effectiveness of mixed method methodologies in educational research, especially given the complexity of learning environments and the complexity of interdisciplinary research. Specific strands of current interest include:

- Epistemological theories
- Epistemology of technology
- Epistemology of research methodologies
- Epistemology of cognitive and social psychology
- Learner perceptions and other cognitive states
- Knowledge management and manipulation technologies
- Semantic technologies

Technical Skills

I.T Skills	Writing skills	Personal skills	Interests
Word processing	Blogging	Time management	Socialising
Programming	Newsletter writing	Attention to detail	Local and national politics
Database management	Article writing	Organisation skills	Astronomy
Wordpress development	Academic writing	Resource management	Walking / hiking
Computational statistical analysis			
Desktop publishing			